DOCUMENT RESUME

ED 417 558 EC 306 305

AUTHOR	Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
TITLE	Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Technical Assistance, Dissemination, and Parent Training.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-086586-316-4
PUB DATE	1998-00-00
NOTE	139p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
CONTRACT	RR93002005
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 888-232-7733; World Wide Web: http://www.cec.sped.org (Stock No. R5269, $6 plus postage and handling).
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Compliance (Legal); *Disabilities; Early Intervention; Education Work Relationship; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; State Programs; Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS	*Office of Special Education Programs

ABSTRACT

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination and parent training and information. The Technical Assistance and Dissemination program addresses systemic-change goals and priorities through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity and improving early intervention, educational, and transitional services for children with disabilities and their families. The Parent Training and Information program aims to better meet the needs of parents of children with disabilities, particularly underserved parents and parents of children who may be inappropriately identified, and to assist parents in understanding the availability and effective use of procedural safeguards under the IDEA. The 245 projects are grouped by funding competition and include information on grant number, title, project director, beginning and ending dates, and contact information. Usually, an abstract describes the project's purpose, proposed method, and proposed products. Four

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indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

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ED 417 558

Discretionary Projects Supported by the Office of Special Education Programs

Under the Individuals with Disabilities Education Act

Fiscal Year 1997

TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT TRAINING

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Discretionary Projects Supported by the
Office of Special Education Programs
Under the Individuals with Disabilities Education Act

Fiscal Year 1997

TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT TRAINING

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

OSEP Discretionary Projects: Technical Assistance, Dissemination, and Parent Training and Information
ISBN 0-86586-316-4

Published in 1998 by
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Stock No. R5269

This publication was developed by the ERIC/OSEP Special Project, which is operated by the ERIC Clearinghouse on Disabilities and Gifted Education, under Contract RR93002005 between The Council for Exceptional Children and the Office of Special Education Programs, U.S. Department of Education. The ERIC Clearinghouse on Disabilities and Gifted Education is operated under a contract with the Office of Educational Research and Improvement, U.S. Department of Education. The contents of this publication do not necessarily reflect the views of OSEP, OERI, or any other agency of the U.S. government.

Technical Assistance, Dissemination, and Parent Training and Information

Table of Contents

Competition

84.024A
National Early Childhood Technical Assistance Center 1

84.025A
State and Multi-State Services Projects and Optional Pilot Projects for Children Who Are Deaf-Blind 5

84.025C
Technical Assistance to Grantees under State and Multi-State Projects for Children Who Are Deaf-Blind 47

84.025U
National Clearinghouse for Children Who Are Deaf-Blind 51

84.028A
Regional Resource Centers 55

84.029J
Outreach Services to Minority Entities to Expand Research Capacity 61

84.029M
Parent Training and Information Centers 65

84.029P
Experimental Parent Training Centers 105

84.029R
Technical Assistance to Parent Projects 111

84.030A
National Information Center for Children and Youth with Disabilities 115

84.030C
National Clearinghouse on Postsecondary Education for Individuals with Disabilities 119

84.030E
National Clearinghouse on Professions in Special Education 123

84.086C
Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform 127

84.158M
Accessing School-to-Work and Postsecondary Environments—Technical Assistance 131

84.159C
Center to Support the Achievement of World Class Outcomes for Students with Disabilities 135

84.159K
State-Federal Administrative Information Exchange 139

84.237T
Developing Strategies for Effective Collaboration among Educators and Agencies Serving Children and Youth with, or At Risk of Developing, Severe Emotional Disturbance 143

84.920T
Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA) 147

Contracts 151

Indexes

Project Director 157
Organization 159
State 161
Subject 163

INTRODUCTION

This directory, which is presented in five separately published sections, describes more than 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The projects were funded under the provisions of the original IDEA but for the purposes of this directory are grouped into five separate sections representing the seven program areas of the newly authorized IDEA Part D:

1: **Research, Innovation and Evaluations** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Technical Assistance, Dissemination, and Parent Training," presents projects categorized in the following two newly authorized discretionary programs: **Technical Assistance and Dissemination** and **Parent Training and Information.** The **Technical Assistance and Dissemination** program provides technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support States and local entities in building capacity, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities. The **Parent Training and Information** program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified; and assisting parents to understand the availability of, and how to effectively use, procedural safeguards under the IDEA.

Within this section of the directory, the projects are grouped by the competitions under which they were originally funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (chriss@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

Competition 84.024A:
National Early Childhood Technical Assistance Center

Grant Number: **H024A60001**

National Early Childhood Technical Assistance Center

Project Director: THOMPSON, SARAH

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
THE FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER
500 NATIONSBANK PLAZA
CHAPEL HILL, NC 27514
(919)962-4673

Purpose: The project intends to establish a national technical assistance center for early childhood services (NEC*TAS) administered through the University of North Carolina.

Method: The proposed technical assistance center will provide TA to all states as they implement early intervention services; it will also provide TA to OSEP early childhood demonstration and outreach projects. It will establish and use an advisory group to provide counsel and recommendations to the center on its work. It will link states and OSEP projects with a group of national experts in best practices for young children with disabilities and their families and facilitate information exchanges with state TA systems. It will establish an information system to meet clients' needs, conduct meetings and disseminate information on the center.

Products: The NEC*TAS will provide effective, efficient, high-quality TA to clients. As a result of the center, the knowledge base of best practice in the area of TA will be increased. State, project, and other TA system clients will feel supported and be able to implement their programs more effectively. The group of national experts gathered by the center will address issues that impede the implementation of client programs and issues related to the national needs of young children with disabilities and their families.

Competition 84.025A: State and Multi-State Services Projects and Optional Pilot Projects for Children who are Deaf-Blind

Grant Number: **H025A50001**

New Jersey Technical Assistance Program: Educational Resources and Support Services on Behalf of Children with Deaf-Blindness

Project Director: PETROFF, JERRY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
CN 500
TRENTON, NJ 08625-0500
(609)292-5894

Purpose: To continue and expand the current operations of the New Jersey Technical Assistance Project, a collaborative project designed to coordinate and unify resources in the delivery of quality services to children with multiple sensory impairments and their families throughout the state.

Method: A parent/family needs survey and a separate survey of professional needs will be conducted annually, as will parent/family focus group meetings, with results to be analyzed and embedded in all project activities. A comprehensive registry of children and youths with or at risk for multiple sensory impairments will be maintained, and inservice and technical support will be provided to parents and professionals through early intervention programs, hospital neonatal centers, state educational facilities, and educational/habilitative service systems. Inservice support to families and program personnel will include such areas as transition planning, integrated therapy strategies, early intervention educational strategies, early orientation and mobility techniques, communication development, positioning, and functional vision/auditory evaluation. Inservice support will be provided at the preservice level to students in teacher preparation programs at state colleges and universities on indicators of sensory impairment, ecologically sound assessments, and state of the art programming options for students with multiple sensory impairments. Information and resources will be made available regarding the transition planning process, and a system will be established and maintained to evaluate the status of all youth with deaf-blindness in terms of employment and community living. Services and instruction will also be offered to parents and other family members to support and increase their ability to become more active participants in the education and habilitation of children with multiple sensory impairments.

Products: A wide variety of publications will result from this program including an identification information packet with fact sheets on observable signs of sensory impairment, traditional evaluation protocols, referral processes and available resources. Inservice outreach efforts will include presentations at professional gatherings of pediatricians and Part H program staff, as well as a series of conferences addressing Usher syndrome and other progressive sensory conditions. An evaluation and program guide will be disseminated which identifies general programmatic domain areas, specialized intervention strategies, instructional resources and required evaluation protocols.

Grant Number: **H025A50002**

The Texas Project: A Technical Assistance Project to Children Who Are Deaf-Blind

Project Director: DIGNAN, KC

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

TEXAS EDUCATION AGENCY
DIVISION OF SPECIAL EDUCATION
1701 N. CONGRESS AVENUE
AUSTIN, TX 78701
(512)463-9362

Purpose: To continue provision of technical assistance to families, public and private agencies, institutions and organizations to meet the unique educational needs of children and youth with deaf-blindness.

Method: After providing training in basic childfind and identification processes, staff will collect, analyze, and disseminate census information to allow for the planning and evaluation of services to children with deaf-blindness. Training and follow-up services will be conducted based on the INSITE (In Home Sensory Impaired Training and Education) model. Staff will also provide site-specific consultation, participate in preservice training, deliver information and referral assistance, collaborate with families, agencies, and organizations, and publish a quarterly newsletter. Services to families will include provision of funds for travel and child care costs, provision of interpreter services, and in-home consultation services.

Products: In addition to the aforementioned training sessions and workshops, this project will disseminate videotapes, manuals, and other products for use in training. The quarterly newsletter will be disseminated to a minimum of 14,948 stakeholders nationwide.

Grant Number: **H025A50003**

Technical Assistance and Training for Service Providers of Children with Deaf-Blindness in Delaware

Project Director: MATTHEWS, CHERRITTA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
TOWNSEND BUILDING PO BOX 1402
DOVER, DE 19903
(302)739-4667

Purpose: To continue provision of mandated services to Delawareans, birth to 21 years, who are deaf-blind.

Method: The proposed project will provide systematic personnel preparation for regular and special educators, other agency and service providers, as well as families. This initiative is in direct response to the critical need statewide for qualified personnel to meet the needs of children with severe disabilities, including deaf-blindness. The project will afford providers the opportunity to participate in 8 courses through 4 summer institutes (for a total of 24 credits) on best practices of inclusive education for children who are deaf-blind and related topics. Project staff will provide orientation and/or training for new programs and their staffs, as well as technical assistance to assessment teams to ensure that the indications of deaf- blindness can be recognized and referrals made as early as possible. Through ongoing collaboration with statewide early intervention programs and other birth mandate programs, providers will continue to provide support and coordination to ensure that all service providers are aware of and able to access any needed family services. Infants in the program will continue to receive home-based and center-based services. Students are served in 18 instructional sites throughout the state. Others who have completed their educational program or who are above 21 years of age will benefit from agency involvement in a statewide interagency team providing planning and opportunities in the community for life, work, and recreation.

Products: In addition to provision of mandated services and inservice professional development, the project will publish reports on specific events in the periodic newsletters of cooperating schools, state level meetings, and through state agency publications. An overview packet will be distributed, including a description of the Delaware Program for the Deaf-Blind, available resource materials and current literature to staff, persons seeking assistance, potential service providers, and parents. Articles will be prepared for national distribution, presentations will be prepared for professional and lay groups as well as university students, and the Program brochure will be distributed along with orientation items to physicians and other potential service providers.

Grant Number: **H025A50004**

Georgia Deaf-Blind Project

Project Director: REDMAN, RAE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

GEORGIA BOARD OF EDUCATION
GEORGIA DEPARTMENT OF EDUCATION
1854 TWIN TOWERS EAST
ATLANTA, GA 30334
(404)656-2410

Purpose: To address the educational needs of children with deaf-blindness and their families by providing technical assistance in the areas of Deaf-Blind Census, early intervention, school services, related services, and family supports.

Method: Project staff will contact all involved individuals and agencies to explain the state definition of deaf-blindness and the services currently available through the Deaf-Blind Project. Expanded identification procedures will focus on those areas from which no referrals have been received, and families and service providers will be assisted in the procurement of vision and hearing evaluation. Statewide local capacity for technical assistance to local school systems will be built through advisor training, demonstration site development, and preservice training. The current statewide teacher- training program will be expanded to provide technical assistance to parents, preschool educators, and other service providers. Training opportunities will include summer institutes, graduate methods courses in deaf-blindness, family retreats, advisor training, and inservices. Workshops will be provided addressing such areas of need as communication, inclusion, transition, collaboration, effective instructional strategies, futures planning, and advocacy. In the first and third project years demonstration sites will be selected to model and exemplify effective practices, and a proposed pilot project will develop four additional demonstration sites in the areas of communication, orientation and mobility, and adaptations for students with deaf-blindness. In-home consultation by Early Intervention/Parent Advisors will be provided three or four times monthly on the average to each family with a young child with deaf- blindness, and in-home consultation by Therapy Advisors will average twice monthly. A loaner bank of resources and equipment will be established for use by families, including hearing and vision aids, adapted toys and switches, therapy equipment, and books, videotapes and articles on best practices and other issues of concern.

Products: Project staff will make local, state, regional, and national presentations to specific target groups or as requested. Articles will be prepared for local newsletters and newspapers on project activities working with local individuals with deaf-blindness. New resources will be developed where necessary and unavailable from other sources, to include videotapes of workshops presenters, guidelines, training materials, monographs, and other resource materials.

Grant Number: **H025A50005**

The Pennsylvania PENN TECH Deaf-Blind Project

Project Director: WARKOMSKI, FRAN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

PENN TECH/LANCASTER - LEBANON IU 13
6340 FLANK DRIVE SUITE 600
HARRISBURG, PA 17112-2764
(717)541-4960

Purpose: To employ a family-focused model in provision of technical assistance in the education of children who are deaf-blind based on the outcomes of age-appropriate education with non-disabled peers.

Method: A parent mentoring program will be implemented to assist parents in accessing services, providing assistance as soon as their child is identified as having deaf-blindness. A series of mini-grants will be awarded to families to promote attendance at state and national conferences for learning opportunities. A network of master teachers who work with students with deaf-blindness will be established to provide knowledge and skill development at the local level. To facilitate the development of advocacy skills in parents of children who are deaf-blind, and develop an organization of parent-to-parent mentors, a parent leadership organization will be established. An advisory committee will be established to continue to support the program's family focused approach based on the needs of its consumers. Workshops for parents and siblings will be provided at a summer institute, which will also provide university and continuing education credit. On a smaller scale, family weekends will provide workshops based on needs assessments. Teams of family members and service providers will receive training on assessment guidelines, and technical assistance will be provided in the evaluation, purchase, and implementation of assistive technology services for individuals with deaf-blindness.

Products: Project staff will develop a series of multimedia informational packets for service providers and families. These packets will focus on providing written, audio, and videotaped information related to best educational practices. The project will enable Pennsylvania to provide inservice training and technical assistance to assure that effective programming occurs in home-communities for students with deaf-blindness, and will allow the state to continue moving toward integration by providing inservice training and technical assistance to family members, LEA personnel and community agency personnel for implementing integrated programming and other best practices for students with deaf-blindness.

Grant Number: **H025A50006**

Louisiana Service for Children and Youth with Deaf-Blindness

Project Director: RUSSO, JOYCE

Beginning Date: Oct 1, 1996
Ending Date: Dec 25, 1999

LOUISIANA DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATIONAL SERVICES
POST OFFICE BOX 94064
BATON ROUGE, LA 70804-9064
(504)763-3590

Purpose: To continue providing services to children with deaf-blindness currently listed on the Louisiana state census, as well as others not yet identified.

Method: Due to the frequent misdiagnosis of children with multiple sensory impairments, project efforts will provide assistance to members of local education agency appraisal teams in order to improve their ability to recognize and classify these children. Project staff will support local education agencies in the provision of educational and related services in the least restrictive environment, specifically, the regular school setting closest to their homes and most appropriate to their chronological age. Heterogeneous grouping will be supported as part of this initiative. The project will also continue to provide training and support programs for families with members who are deaf- blind, and will assist institutions of higher education in providing training to personnel engaged in the delivery of education services to children with deaf-blindness. A technical assistance component will be developed to provide onsite assistance on a statewide basis. Staff will gather and organize resources specific to the design and delivery of appropriate educational services for children with deaf-blindness, and will identify personnel throughout Louisiana who can assist project staff in the provision of technical assistance. A system will be established to identify technical assistance needs in local education agencies and other programs serving school-aged children with deaf- blindness.

Products: At least twice annually, formal presentations will be made to a variety of state agencies. Inservice training will be provided to pupil appraisal personnel in the schools as well as to instructional and administrative personnel in both school and infant/toddler programs. Additional inservice training will be provided through professional conferences. Information about the project will be disseminated to institutes of higher education, including training competencies developed via the technical assistance component of the program. Three parent training workshops will be utilized to disseminate positive proven practices to parents and family members. Case studies of successful practice will be incorporated into other parent training activities which are already in place.

Grant Number: **H025A50007**

A Statewide System to Provide Services for Children and Youth with Deaf-Blindness

Project Director: SHLIESSER, BARBARA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

NEBRASKA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION OFFICE
301 CENTENNIAL MALL SOUTH BOX 94987
LINCOLN, NE 68509
(402)471-2471

Purpose: To implement a statewide service delivery system serving individuals with deaf-blindness in Nebraska.

Method: Components of the statewide system include the following: (1) identification and certification of children and youth (birth through 22 years) who meet the criteria for deaf-blindness or are at risk for deaf-blindness; (2) technical assistance in the form of collaborative assessment, consultation, and training; (3) support for the development and implementation of Technical Assistance Teams; (4) support for families of children and youth with deaf-blindness; (5) collaboration and cooperation with the Great Plains Regional Alliance to respond to the needs and concerns of Nebraska's Native American population; (6) collaboration and coordination with other agencies and federal projects to support state of the art, innovative projects and trainings; (7) support for preservice training through universities and colleges; and (8) coordination with adult service providers in supporting quality transition services. Training and technical assistance will focus on outreach and training for technical assistance teams working with the deaf and blind. Cross-training opportunities will be developed to meet specific needs through a needs assessment process. Special projects will focus on providing support for transition planning and service delivery to students with deaf- blindness.

Products: Training modules will be developed, providing training in the areas of awareness, skill building, and group dynamics. Monographs will be published to share information on major technical assistance and training throughout the state. Project staff will prepare information to be shared in established newsletters, and a brochure will be distributed to all school districts, approved educational cooperatives and educational service units.

Grant Number: **H025A50009**

The Missouri Deaf-Blind Technical Assistance Project

Project Director: PARSONS, DEBORAH

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

MISSOURI DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
SPECIAL EDUCATION DIVISION
PO BOX 480
JEFFERSON CITY, MO 65102
(314)751-8165

Purpose: To continue and expand Missouri's services to individuals who are deaf-blind and their families by developing partnerships, coordinating service networking, and providing systematic training to build local capacity for early intervention, educational, transition, vocational, early identification, and related services.

Method: Technical assistance will be provided for early intervention services including identification, referral, assessment, training, family support and service coordination. Technical assistance will further be provided to families and to public, private, and state agencies on effective strategies for children, youth, and adults who are deaf- blind. A train-the-trainer model will be developed to cultivate practitioner competency in best practices, and extended into a mentoring program. Transdisciplinary and interagency service delivery approaches will be further developed and strengthened through linkages with state, regional and local educational and adult services agencies. Information assistance will be provided to families, state and local education agencies, and adult service agencies on basic skills, sensory training, technology, best practices, transitioning, family dynamics, and team building. An effort will be made to improve consumer and family input in the special education and transition processes (including cultivating further family involvement in IEP/PFP/ITP development). A parent-to-parent outreach network will also be supported.

Products: Anticipated outcomes of the four year project include: improved, coordinated and individualized services to 186 individuals who are deaf blind and their families; increased capacity of public, private, and state agencies serving this population; development of a mentor program to serve as a statewide resource; and development of state and local interagency teams.

Grant Number: **H025A50010**

Services for Children Who Are Deaf-Blind

Project Director: FEELEY, DEBRA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

MICHIGAN DEPARTMENT OF EDUCATION
MICHIGAN SCHOOL FOR THE BLIND
OFFICE OF SPECIAL EDUCATION PO BOX 30008
LANSING, MI 48909
(517)334-6605

Purpose: To provide strategies related to skill development for families, educational personnel, and other service providers that will enable them to better address the unique needs of students who are deaf- blind.

Method: Objectives identified and currently being carried out by staff include the provision of outreach services to local education agencies, transition plan development, preservice and inservice training, communication skill workshops, identification of children and youth who are deaf-blind, early childhood intervention, family involvement, and dissemination of project information. Information and training will be offered statewide to all families and service providers of students who are deaf-blind. This information will include information about Michigan's parent network, the Michigan Association for the Deaf-Blind, inservices provided on best practices, and consultation services provided during assessments of children who are deaf-blind. Information will also be distributed to local education agencies, medical personnel, and other service agencies that may assist in locating students who are deaf-blind. Teachers will be provided with a number of options for specific inservice training and technical assistance which is designed to meet the unique needs of deaf-blind students above and beyond those already available. Training options will replicate successful, innovative, and age- appropriate practices for learners who are deaf-blind. All training and technical assistance will be designed to facilitate successful integration into the child's local school and community.

Products: Benefits to recipients of technical assistance will help build local capacity toward successful inclusion of students who are deaf-blind in the school and community. Project information will be disseminated at monthly meetings of the Special Education Advisory Committee, through Parent Advisory Committees in all the intermediate school districts, and through Special Education Learning Materials Centers established throughout Michigan. Presentations will be made at state conferences, and flyers containing workshop and resource information will be sent periodically to agencies and organizations which serve the severely disabled. The project will also continue providing resources in best practices through published literature and videotapes. These materials provide instructional content specifically for the deaf- blind, and the service is currently utilized by parents, teachers, and other caregivers.

Grant Number: **H025A50011**

Minnesota Deaf-Blind Project

Project Director: HOLT, GEORGE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CAPITOL SQUARE BUILDING
SAINT PAUL, MN 55101
(612)296-8589

Purpose: To continue Minnesota's statewide programs and activities in early intervention, educational and related services, transition, and technical assistance to meet the needs of children and youth with deaf-blindness.

Method: In addition to publishing and disseminating information on the needs of individuals with deaf-blindness and the options available to them, the program will provide educational training and technical assistance through consultation, workshops and conferences, inservice training, and dissemination of resources. Family enrichment weekends will be held annually, and Saturday workshops for families will be held twice yearly. Activities at these events will include educational sessions for parents, leisure and recreation activities for all, support and discussion groups for parents and siblings, and activities for children and youth with deaf-blindness and their siblings. The project will establish linkages with the Minnesota Transition Project to address transition issues for children with deaf-blindness, and will continue to develop and implement tracking procedures for these individuals. A train-the-trainer course will be presented over a three-year period to 450 training officers statewide, to include firefighters, police officers, sheriffs, and state patrol officers. Training in this course will include the use of a communication board using symbols, Braille, and large and bold print for first responders to communicate with individuals with deaf-blindness at emergency sites.

Products: In addition to direct service objectives, dissemination statewide of information about resources and best practices will be a major component of this project. Methods of disseminating information will include electronic mail and Internet accessibility, a Guide to Services, several project brochures, the Deaf-Blind Resource Library, a toll-free project telephone number, a teacher network, conferences and workshops, roundtable meetings and forums, video networking, consultations, training, family enrichment weekends, and interagency collaboration.

Grant Number: **H025A50012**

Arizona Deaf-Blind Project

Project Director: Dykes, Earlene

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

ARIZONA STATE SCHOOL FOR THE DEAF AND BLIND
1200 W. SPEEDWAY BOUL
TUCSON, AZ 85703-0545

Purpose: To ensure that all children who are deaf-blind in Arizona be identified, that families be empowered to advocate for their children, and that service providers be skilled in meeting the needs of these children in their home and natural communities.

Method: Improvements in identification services will be accomplished through publicization of project activities, coordination of identification efforts with other state child find agencies, standardization of statewide referral processes, and assistance to families and service providers. A comprehensive array of family services and resources will be made accessible in a coordinated, parent-to-parent and family-centered manner. Services and resources will be monitored, evaluated and refined based on input and feedback from families. Technical assistance will be offered in a coordinated and user- friendly manner, emphasizing development of in-state expertise in the areas of parent education, transition, transdisciplinary assessments, teacher competencies and current best practices. The project will solicit and use community input to ensure project activities are meeting the needs of families and service providers working with children who are deaf-blind. Coordination and collaboration with local, state and national organizations will be maintained to address common needs and maximize use of resources for Arizona children who are deaf-blind and their families.

Products: Newsletters will be mailed to parents and service providers statewide twice yearly. Inservice training will be made available to service providers as part of the state's ongoing SCCSC conferences and institutes. Presentations and information booths will be provided by project staff and state conferences, and lending library materials will be available to parents and service providers throughout Arizona. Diagnostic reports from ADTEC evaluations will be provided to parents and LEA staff through exit conferences, exit reports, and videotapes.

Grant Number: **H025A50013**

Oregon Project for Services to Children and Youth with Deaf-Blindness

Project Director: ANDERSON, NANCY

Beginning Date: Oct 1, 1995
Ending Date: Oct 1, 1999

OREGON DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
PUBLIC SERVICE BUILDING
255 CAPITAL STREET NE
PORTLAND, OR 97310-0203
(503)378-3598

Purpose: To provide services for children with deaf-blindness and their families in Oregon in accordance with the mandate of Part H.

Method: As outlined in the Comprehensive System of Personnel Development plan, project goals include providing: technical assistance which facilitates the inclusion and participation of families and children with deaf-blindness into their neighborhood schools and communities; opportunities for service providers to assist students with deaf- blindness who are exiting the educational system and entering employment settings; widespread coordination and collaboration with individuals, committees, and agency representatives working to support children with deaf-blindness and their families; and evaluation of the implementation of project goals, objectives, and activities. Technical assistance will focus on: (1) identifying all children and youth who are or are at-risk of being deaf-blind; (2) developing and maintaining a cadre of in-state expertise; (3) identifying and training teams to assist regional providers, classroom teachers, families, and agencies in the provision of high-quality services to children with deaf-blindness; (4) developing collaborative relationships with external consultants and agencies to support these goals; and (5) delivering technical assistance, consultation, and support to families and service providers of children and youth with deaf-blindness. Coordination and collaboration will take place through an advisory committee, solicitation and use of consumer and family input, and forums, committees, and task forces with other state, local, national and regional agencies on issues relating to the provision of quality services to individuals with deaf-blindness.

Products: Through the provision of technical assistance, families will learn how to access needed services and resources, and will have many of their needs met through the establishment of a family support system. Technical assistance will support school district personnel and service providers to support children and youth in the least restrictive environments within their neighborhood schools, ensuring services which address the unique needs of each child. Transition services will provide training in exploring future work and living options for individuals with deaf-blindness, learning to negotiate the adult service system, and accessing services for students exiting the education system.

Grant Number: **H025A50015**

Kansas Area Resource Teams (KART). Dual Sensory Impairments Pilot Project

Project Director: DERMYER, CAROL

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

KANSAS STATE BOARD OF EDUCATION
SPECIAL EDUCATION OUTCOMES TEAM
120 SE 10TH AVENUE
TOPEKA, KS 66612
(913)296-7454

Purpose: To provide services to infants, toddlers, children and youth with deaf-blindness, as well as technical assistance to public and private agencies, institutions, and organizations.

Method: This project will provide technical assistance to service providers through a multi-level format, with the most intensive assistance provided through on-site visits to individual students with deaf- blindness. During the first project year, three districts will pilot a student portfolio system in order to longitudinally document student accomplishments, needed adaptations, and transition skills; the next three grant years will be spent on evaluating, revising, and training three other districts in the use of this tool. Technical assistance will also be provided to small groups including parents, teachers, and related services staff who work directly with students with deaf blindness. This level will include local and regional workshops and inservices as requested, as well as mini-grants and scholarships to help service providers and families who could not otherwise afford to attend other approved training opportunities. Statewide technical assistance will also include provision of large group training opportunities and follow-up activities, including specific workshops to be supported as identified by needs assessments. These are expected to include sessions on best practices and assistive technology, parent workshops, and a summer institute. On the national level, staff will provide technical assistance through the development and dissemination of new resources related to effective practices in the field of deaf-blindness.

Products: Products to be developed through this grant will include a booklet and videotape on including children with deaf-blindness in regular schools, a booklet on the benefits of long-term lifestyle planning, a booklet on assessment tools for students with deaf-blindness and other severe disabilities, and the Kansas Checklist for Identifying Characteristics of Effective Inclusion Programs. A newsletter will be published four times yearly, and project staff will continue to make presentations to groups of teachers, administrators, parents and related service providers.

***Grant Number:* H025A50016**

Services to Deaf-Blind Children and Youth

Project Director: HARRIS, LOWELL

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

NORTH CAROLINA DEPT. OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN SUPPORT TEAM
301 NORTH WILMINGTON STREET
RALEIGH, NC 27601-2825
(919)715-1565

Purpose: To provide a broad spectrum of comprehensive services to deaf-blind children and youth from birth through age 22 in North Carolina.

Method: Early intervention services will include diagnostic and evaluative services, especially for those under 3 years of age and over 21 years of age. A statewide assessment system will be initiated and implemented, and residential and day educational programs will be established for provision of services to students with deaf-blindness, especially those not currently served. Consultative services for be provided to professionals, paraprofessionals, parents and others who play direct roles in the lives of deaf-blind children and youth, with a focus on enabling them to understand the special problems of those children and provide appropriate services. Preservice and inservice training will be provided to paraprofessionals, professionals, parents and related services personnel. Materials and information pertinent to appropriate educational methods, approaches, and techniques will also be disseminated. A state resource lending library will be established and maintained for professionals currently working with deaf-blind children and youth, and specialized research and instruction will be provided to service providers who are interested in developing a model simulated group home/community-based program.

Products: Benefits from this project will include the following: increased services for all identified deaf-blind children and youth within the specified age groupings; increased emphasis on assessment activities which will include diagnostic and evaluative services; greater concentration on home and community services; improved techniques for serving deaf-blind individuals; increased awareness of these techniques; identification of addition deaf-blind individuals and subsequent initiation of required services; and assistance to older deaf-blind persons in making the transition from educational to vocational settings.

Grant Number: **H025A50017**

Alaska Services for Children and Youth with Dual Sensory Impairments

Project Director: BROWN, DIANN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

ALASKA DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL SERVICES AND SUPPLEMENTAL PROGRAMS
801 WEST 10TH STREET SUITE 800
JUNEAU, AK 99801-1894
(907)465-2972

Purpose: To provide personalized technical assistance to local education agencies, infant learning programs, families, and children with deaf blindness throughout the state of Alaska.

Method: Project staff will send letters, brochures, and eligibility criteria to all Infant Learning Programs, local education agencies, pediatricians, and other related agencies and service providers. Follow-up calls and/or personal visits will be made to areas where no children with deaf/blindness are reported. Service providers will be given training and technical assistance regarding methods for screening and identifying infants, children, and youth with deaf- blindness. A statewide screening program for Usher's syndrome will also be developed. Deaf-blind census data will be gathered and families and service providers will be surveyed regarding their perceived needs for training. Site visits exchanges, peer coaching, and collaborative workshop presentations will be coordinated among service providers, some of whom will also be sent to relevant state and national conferences. Project staff will coordinate with each student's multi-disciplinary or transdisciplinary team in the development of Individualized Family Service Plans, Individualized Education Programs, and Individual Transition Plans. Trainings and workshops for families will be provided in conjunction with a statewide parent conference, and support will be provided to parents interested in attending these events. Where necessary, project staff will assist with the transition of services from home to LEAs to community service systems. Staff will work with LEAs, families, Deaf-Blind Affiliates, and other adult service programs to develop transition goals and identify appropriate community resources.

Products: Planned dissemination products resulting from this project will include: a project newsletter to be mailed twice yearly to approximately 200 families and service providers; direct mailings and information packets on relevant issues; a lending library featuring approximately 100 periodicals and over 850 other documents; technical assistance agreements with all districts and agencies serving children and youth with deaf-blindness; and updated survey and census data.

Grant Number: **H025A50018**

Bridges: A Pilot Project to Support The Complex Needs of Children and Youth with Usher Syndrome

Project Director: GILL, DOUGLAS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
SPECIAL EDUCATION UNIT
OLD CAPITOL BUILDING, FG-11
OLYMPIA, WA 98504

Purpose: To provide technical assistance to families and service providers in order that they may more effectively serve the needs of children with Deaf-Blindness throughout the state.

Method: This project will facilitate the timely identification of individuals with Deaf-Blindness, including referral services and technical assistance to families and service providers regarding functional auditory and vision use. At-home consultation, technical assistance to service providers, annual family workshops and networking support will be provided. The project will promote inclusion of children with Deaf-Blindness in community programs following their identification and referral. Counseling and consultation services will be provided by trained and experienced mental health staff to families and service providers as close to their home community as possible. Transition services will be made available as children move from early childhood programs through the educational system and into the adult community. Parent-to-parent outreach efforts will also be facilitated and supported.

Products: Project information and findings will be disseminated via brochures, posters, and packets of information describing available services, communications systems, training for in-home care providers, and the specific needs of individuals with Deaf-Blindness. The most commonly used of these materials will also be made available in Spanish. Materials pertaining to assessment, curricula, resources/literature, and sign language will be made available through the project's lending library. A quarterly newsletter will be sent to all 600 parents and service providers, providing information on training events, conferences, and workshops. Further dissemination activities will include site visitations, informational presentations, and inservice training activities.

Grant Number: **H025A50019**

Nevada Dual Sensory Impairment Project

Project Director: DEMCHAK, MARYANN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF NEVADA AT RENO
DEPARTMENT OF CURRICULUM AND INSTRUCTION
MAIL STOP 278
RENO, NV 89557
(702)784-4961

Purpose: To continue providing training and technical assistance to families of children with deaf-blindness and their service providers.

Method: Recent needs assessment surveys have identified the most urgent areas for training and technical assistance as listed by parents, teachers, and early interventionists. Parents listed the following as primary areas of concern: coping strategies and stress management; etiologies of hearing and vision loss; sibling issues; behavior management; vocational training; wills and guardianship; eating skills; and strategies for working with school systems and staff. Teachers and early interventionists requested information on the following: nonsymbolic communication strategies; augmentative and alternative communication; adapting classroom activities; skills for independence; and object/picture schedules. In addition, Nevada lacks a certification option for teachers of students with deaf-blindness. Training activities to be offered through the Department of Human Resources in response to these needs will be conducted yearly and will include visits to other programs, attendance at in-state and out-of- state trainings, regional inservice workshops, agency-specific consultation, and statewide workshops/conferences. Training and technical assistance to be offered by project staff will address all subjects identified by needs assessment surveys, and will include follow-up contacts automatically built into all technical assistance agreements. Services will be provided in rural and remote service areas as well as more populated regions. Parents will benefit from participation in statewide support and information networks with other parents, will have access to a variety of materials through the project lending library, and will receive training in the areas identified by the needs assessment survey. Project staff will work to publicize available diagnostic and education services, coordinating these activities with the state child find efforts of other agencies. Publicity materials, training materials, and lending library resources will be available in Spanish whenever possible.

Products: In addition to training and technical assistance efforts, project information will be disseminated via continuing publication of the quarterly newsletter which currently reaches a mailing list of 800 readers. These newsletters provide information on available services, conferences and workshops in and out of state, descriptions of teaching strategies, identification and assessment information, legal updates, and reviews of resources in the lending library. A project brochure, presentations at local and state conferences, and guest lectures in university teacher education programs will also help disseminate project information.

Grant Number: **H025A50020**

Arkansas Project for Children with Deaf-Blindness

Project Director: COONTS, TERESA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

ARKANSAS DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
LITTLE ROCK, AR 72201

Purpose: To provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf blindness.

Method: A newsletter will be produced and disseminated to include information on appropriate programs, instructional strategies, exemplary practices, resources, transitions, eligibility requirements, communication strategies, and other relevant issues. Project staff will plan and coordinate an annual parent retreat on topics such as policies, parent rights, transition, inclusion, technology, communication, functional curriculum, and/or medical needs of children with deaf/blindness. In order to increase the knowledge and skills of families and to identify topics for future trainings and technical assistance, a resource library of information on issues affecting children with disabilities will be maintained and requests for information monitored. Technical assistance to families will focus on such topics as parent rights, transition issues, technology, communication modes, collaboration with agencies and professionals, behavioral issues, functional curriculum, and/or inclusion. Additional information on pertinent topics will be mailed to families at least three times per year. Information on deaf/blindness will also be incorporated into courses at Arkansas colleges and universities through staff presentations and the dissemination of curriculum modules regarding deaf/blindness. Individualized technical assistance will be provided to service providers on topics such as transition issues, communication modes, collaboration with agencies and professionals, behavioral issues, functional curriculum and/or inclusion. The INSITE model for home intervention will be taught to service providers and parents of young children with deaf/blindness, and training on exemplary practices will be included in a biennial special education conference in 1996. Project staff will also work with parents to identify needs of fathers and siblings of children with deaf/blindness, and to identify potential options and resources for after school activities.

Products: In addition to a general increase in awareness and understanding among parents, service providers, and the community at large, this project will also produce the following additional tangible dissemination products: a training videotape focusing on transitions from school to community life; an updated registry of children and youth with deaf/blindness; and a pamphlet describing the services of the project and the identification of children with deaf/blindness. Presentations of project products and results will be made at several professional conferences.

Grant Number: **H025A50022**

Application for Grants and Cooperative Agreements under Services for Children with Deaf-blindness

Project Director: GINN, MARY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN
1429 SENATE STREET
COLUMBIA, SC 29201
(803)734-8216

Purpose: To build capacity within South Carolina to ensure that quality and sustained services are provided to children and youth with deaf- blindness and their families in the least restrictive environments.

Method: The proposed project has two components: (1) a systems change component to be implemented through subcontracts to consortia of school districts to replicate the regional resource service delivery model developed with 307.11 funds during FY 93-95 to ensure that effective and equitable programs and coordinated services are delivered to children and youth with deaf-blindness and their parents in the local community and in the least restrictive environment; and (2) a statewide consortium of the agencies having primary responsibility for serving children and youth with deaf-blindness in concert with higher education to addressing training/technical assistance needs of parents, early interventionists, special education and vocational rehabilitation personnel. The results of a statewide needs assessment of teachers and parents in the regional resource service delivery model project indicate a desire and perceived need among these groups for further training and technical assistance in the areas of transition, communication, evaluation, instructional methods, materials and technology. This project will provide statewide training for these groups and paraprofessionals serving children with deaf-blindness in collaboration with the South Carolina School for the Deaf and the Blind. In collaboration with the South Carolina Commission for the Blind, technical assistance will be provided relating to transition for parents and special education and vocational rehabilitation personnel serving youth ages 16-21 with deaf blindness. In collaboration with the University of South Carolina, ongoing and sustained personnel development focusing on the unique communication and instructional needs of children and youth with deaf-blindness will be provided.

Products: Collaboration with the University of South Carolina will produce a series of four university courses designed to meet the needs of special education teachers relative to strategies for serving children and youth who are deaf-blind. In addition to ongoing training and technical assistance services, information on project activities will be disseminated on an ongoing basis throughout the state to a wide variety of audiences. Methods of dissemination will include newsletter articles (by the SEA, parent groups, and other agencies), public meetings, discussion groups, newspaper articles, radio and television public service announcements, brochures, and calendars of events.

Grant Number: **H025A50023**

Rhode Island State Support Program for Children with Deaf Blindness

Project Director: ANTOSH, ANTHONY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

RHODE ISLAND COLLEGE
UNIVERSITY AFFILIATED PROGRAM OF RI
600 MOUNT PLEASANT AVENUE
PROVIDENCE, RI 02908
(401)456-8072

Purpose: To provide support, technical assistance, and information to families, early intervention and school organizations involved with children with deaf-blindness, and to expand the capacity of Rhode Island's system to provide functional vision evaluations and to support children with deaf-blindness in inclusive settings.

Method: An annual family needs and outcomes survey will be conducted to identify family needs for information, support, and technical assistance. Core staff will facilitate linkages with information sources ranging from a focused deaf-blind newsletter to newsletters and publications from other sources. Families and Early Intervention (EI) centers with questions about technology, planning, assessment, or other relevant issues will have direct access to UAP-facilitated support services, and a parent support group will meet quarterly. Each child with deaf-blindness will be assessed quarterly to determine progress and change, using both standardized measures and criterion- referenced measures of communication, orientation and mobility skills, social behaviors, and other aspects of inclusion. Project staff will participate in evaluation, annual review, and IEP processes, including transition from EI to school and the transition from school to adult life. Staff will also lecture in or wholly teach college courses on meeting the needs of students with severe and/or multiple disabilities. Monthly technical assistance meetings in each school will address such issues as facilitating inclusion, modifying curriculum and instruction methods, and integrating student objectives into common curriculum activities. A network or mentor teachers at all age levels will be established to provide technical assistance to other service providers.

Products: Parents will benefit from increased frequency of home visits, access to an increased number and variety of support resources, opportunities to participate in parent support and other family-centered activities, assistance during transitions, and regular information from newsletters and other dissemination activities. Professionals will benefit through technical assistance from project staff and mentor teachers as well as opportunities for inservice and preservice training. Children will be served by increased numbers of professionals with specific competencies pertaining to their special needs, and will demonstrate measurable improvement on criterion- referenced tests. The overall state system will show an increased capacity to conduct functional vision and hearing evaluations, increased linkage of services, and facilitation of transition, IEP, and IFSP processes for children with deaf-blindness.

Grant Number: **H025A50024**

Iowa Deaf-Blind Project

Project Director: MAURER, STEVEN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

IOWA DEPARTMENT OF EDUCATION
BUREAU OF SPECIAL EDUCATION
GRIMES STATE OFFICE BUILDING
DES MOINES, IA 50319-0146
(515)281-3576

Purpose: To provide technical assistance on a statewide basis in the form of information dissemination, training and consultation to local school districts, area education agencies, institutions and organizations providing early intervention, early identification, education, transition, vocational and related services to children who are deaf- blind.

Method: The project's plan to improve the quality of services provided to children with deaf-blindness will emphasize activities which support interagency collaboration so students can receive coordinated, comprehensive and longitudinal service plans in the least restrictive environments with nondisabled peers. Major project components include the following: maintenance of an Iowa census of infants, toddlers, children and youth with dual sensory impairments; technical assistance to increase the knowledge and skill levels of parents, educators, administrators, and community service providers in the area of deaf- blindness; establishment of a parent-family network to ensure that families of children with deaf-blindness receive support and information as well as opportunities to connect with other families and professionals; provision of personal futures planning and training in the development of transition plans for Iowa children and youth with deaf-blindness; and dissemination of information about the project and effective practices to parents, programs, and agencies throughout the state.

Products: Information about the project will be placed in various state publications and presented at state meetings and conferences. Articles and announcements about Iowa deaf-blind services will be submitted to existing newsletters, and the project will respond to individual requests for information.

Grant Number: **H025A50025**

New York State Technical Assistance Project Serving Children Who Are Deaf-Blind

Project Director: APPELL, MADELINE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

ST LUKE'S - ROOSEVELT HOSPITAL CENTER
DEVELOPMENTAL DISABILITIES CENTER
1000 TENTH AVENUE
NEW YORK, NY 10019
(212)523-6230

Purpose: To expand and refine mechanisms for providing technical assistance to adults who have actual or potential contact with this population in order to build local capacity to provide appropriate, community-based services that address the needs of children and youth who are deaf- blind as well as the technical and support need of their families.

Method: This project will continue current activities to (1) identify children ages 0-21 with deaf-blindness, programs and other relevant resources statewide; (2) conduct outreach to individual families in order to provide support and establish a statewide parent network; (3) provide ongoing child-centered technical assistance to professionals and parents; (4) provide training to professionals, related service personnel and families; and (5) facilitate networking to create linkages among providers, professionals and parents in New York and neighboring states. Collaborative relationships are already in place among all major State agencies, and a regional network of professionals, parents and organizations has been created to provide technical assistance to local school districts, consultative services to families, and to collect and coordinate the gathering of demographic information related to the population. A Technical Assistance Task Force has been organized to identify professionals to provide technical assistance both locally and across the State. This TATF will promote and support inclusive educational options and validated practices, and will facilitate the transition of children and youth from school environments to adult life.

Products: Proposed products and outcomes include: compilation of a network of consultants across disciplines with expertise in specific areas to assist personnel and parents; development of materials to assist providers; creation of two materials resource centers; maintained and expanded linkages; an interagency policy for transitioning youth who are deaf-blind from school to adult life; and continued linkages with the American Foundation for the Blind in order to disseminate the products developed by their Deaf-Blind Project across New York State.

Grant Number: **H025A50026**

Expanding the Circle of Services for Children Who Are Deaf Blind

Project Director: GRANEY, PHYLLIS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

SOUTH DAKOTA DEPARTMENT OF EDUCATION
AND CULTURAL AFFAIRS, OFFICE OF SPECIAL EDUCATION
700 GOVERNORS DRIVE KNEIP BUILDING
PIERRE, SD 57501
(605)224-9554

Purpose: To research, design, develop, test, replicate and disseminate products and technical assistance that support the awareness, identification and intervention goals of state-specific projects in the area of deaf-blindness. Project products will specifically be designed to complement the unique cultural needs of Native American people in the Great Plains region.

Method: During the first year of the project, initial research will be completed and draft outlines, scripts, story-boards, and initial visual footage will be developed and filmed. States in the Great Plains Regional Alliance will develop field-test sites to accommodate the use and testing of draft products. Current strategies, materials, and products in use in South Dakota to serve the needs of Native American children and families will be assessed, and need for such materials throughout the Great Plains region will be assessed. During Year Two, a full set of products will be in full draft stage. Additional video footage will be shot in Alliance states allowing for development of a full complement of print, audio, and audio-visual products suitable for replication. In this year products will be replicated for use in South Dakota and at least two additional states. Testing of these products will also include technical assistance to Alliance states in the best use of the products to increase awareness, identification, intervention and related supports. Finally, a complete draft replication plan will be developed with a description of the use of "template" products and direction for use of products and strategies. In Year Three, Native American communities will all Alliance member states will receive direct assistance and support to replicate the products, materials, and strategies to meet their unique cultural needs. Year Four will focus on the dissemination of the replication and dissemination plan in its final form. Special emphasis will be given to replication and dissemination in states with high populations of Native Americans. Staff and a consultant will be made available to these states. A full evaluation of project effectiveness will completed, and a final evaluation report including outcome findings will be included in the final replication and dissemination package.

Products: Planned products include: a ten minute videotape on deaf-blindness using vignettes based on the Native American cultures of the Great Plains; a series of at least 10 audio public service announcements designed to increase awareness of deaf-blindness and services available to support children and families; a series of at least five video public service announcements; at least 10 visual print posters designed to raise awareness while using tribal languages, spiritual symbols, and related cultural cues; a series of brochures in two tribal languages as well as English on how to access services for children and families in tribal communities; and a comprehensive replication package outlining the procedures to customize all products, templates of all products, and related information and resource information to establish area-specific/state-specific plans of action.

Grant Number: **H025A50027**

Technical Assistance to Schools and Parents Who Have Children That Are Deaf-Blind

Project Director: GREENFIELD, ROBIN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF IDAHO
UNIVERSITY AFFILIATED PROGRAMS
129 WEST THIRD STREET
MOSCOW, ID 83483
(208)364-4035

Purpose: To enhance the quality of educational and community-based services for infants, toddlers, children and youth in Idaho who are deaf-blind.

Method: A coordinated process will be developed in Idaho for identifying individuals, birth through age 21, who have severe losses of both vision and hearing. The Idaho Project's Transdisciplinary Team will be used to assist families, educators, and other service providers in providing quality assessment, programming, and transition planning services. This team consists of an audiologist, a vision consultant, an occupational therapist, a speech/language pathologist, and the Project Director. Staff will establish and maintain a standard process for referral to the Idaho Project for Children and Youth with Deaf-Blindness, and through this process the annual Idaho deaf-blind census will be completed and updated. Families will be provided with support to facilitate their participation in project activities, to include travel reimbursement, conference registration, provision of translators and interpreters, respite care, and lodging. The project resource library will be maintained and expanded to include user- friendly videotapes, manuals, and materials that families can access on a regular basis. Technical assistance to practitioners will include small and large group inservice training, distance learning, summer institutes, on-site technical assistance, teleconferencing, information and resource sharing. The project's advisory board will include members of the Idaho Migrant Council, representatives of Idaho Native American tribes, and representatives of other national, state, and local agencies and organizations.

Products: Project activities and products will include model demonstration sites, summer workshops, a family weekend, a quarterly newsletter, a computer bulletin board, and a lending library of videotapes and other materials.

Grant Number: **H025A50028**

Montana's IDEA Services for Children and Youth with Deaf-blindness Project

Project Director: RUNKEL, ROBERT

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

MONTANA OFFICE OF PUBLIC INSTRUCTION
SPECIAL EDUCATION DIVISION
PO BOX 202501 STATE CAPITOL
HELENA, MT 59620
(406)444-4429

Purpose: To provide training and technical assistance services to Montana families and public and private agencies involved with early identification, early intervention, educational, transitional, vocational, and related services for children with deaf-blindness from birth to age 21.

Method: A needs assessment survey of families, service providers and educators led to the selection of project goals with the following components: (a) public awareness; (b) identification of children who are deaf-blind; (c) provision of family services; (d) provision of technical assistance to service providers and educators; (e) community coordination and collaboration; and (f) project evaluation and management. Project staff will organize public awareness activities to broaden public access to information about Project services, and will implement a dissemination plan to ensure that specific sectors of the public are made aware of the kinds of information they need most. Child find activities and processes currently organized by state and regional agencies will be identified and linked, including the implementation of a standardized, user-friendly, multiple method process for referral. Training and technical assistance about screening and child find procedures will be provided to community service providers, education personnel and family members, specifically including such under-represented groups as Native Americans. Individualized family services will include extended and alternative family arrangements to help families access necessary resources, support services and agencies. Community service and education personnel will be educated to provide services in a family- centered and collaborative manner. A resource directory and lending library will be established, featuring books, videos, articles, and other resources for children with deaf-blindness and their families. Staff will identify and recruit and array of in-state consultants with expertise in related areas. Community and consumer input will be solicited through focus groups, interviews, parent groups and organizations, and school meetings.

Products: Families will benefit from early and accurate identification of their child's needs, as well as access to individualized supports and current information and training opportunities to help them understand their child's needs and advocate for necessary services for their child at school. Service providers will benefit from the inclusion of necessary specialized services for children who are deaf-blind and will through technical assistance and training become more aware of the resources available to them. Teacher trainers will infuse information about the needs of students who are deaf-blind in the preservice teacher education curriculum, leading to improved competencies among future practitioners. Project materials will be made available to the public and presented through conferences, workshops, meetings and newsletters, as well as telecommunications networks.

Grant Number: **H025A50029**

Utah Project for Children with Dual Sensory Impairments

Project Director: BLAINE, SEAMONS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UTAH STATE OFFICE OF EDUCATION
SPECIAL EDUCATION SERVICES UNIT
250 EAST 500 SOUTH
SALT LAKE CITY, UT 84111
(801)629-4732

Purpose: To provide quality, functional education for all children with dual sensory impairments (DSI) by integrating innovative practices into daily programming; training service providers in appropriate teaching skills; and coordinating interagency activities.

Method: Central to state strategic planning is the development of one single point of contact to provide easy accessibility and coordination of services for families, teachers, and service providers. Information regarding this contact point will be disseminated at all awareness activities given families upon identification of a child with deaf- blindness, and will be distributed through agencies and organizations serving persons with disabilities. Existing statewide resources will be utilized to ensure maximum efficiency by identifying agencies and organizations which serve persons with DSI or have resources that could be beneficial to individuals with DSI and their families. A directory will be developed for families which will explain how to access these services, and awareness activities regarding deaf- blindness and the Project will be conducted with these organizations. A transdisciplinary team will be developed to include a family member, a hearing specialist, a vision specialist, a physical/occupational therapy specialist, a speech and language pathologist, and a teacher with DSI specialization. Using a trainer-training model, team members will add deaf-blind expertise to their discipline-specific expertise. This transdisciplinary team will also conduct trainings and inservices with IFSP/IEP teams and be available for mentoring with individual team members as needed to assist in formulating and facilitating the delivery of programs that will best assist students to participate in a variety of environments.

Products: This project will provide the technical assistance and support necessary to allow local Part H providers and school district teams to implement aid to appropriate services to children with DSI in a variety of least restrictive and inclusive settings. Families will benefit in terms of increased ownership and involvement with their children's educational programs, increased access to family-centered services, increased choice and self-determination for their child's and family's needs, and appropriate transdisciplinary services provided in early intervention and school settings. Strategies for dissemination of Project information will include brochures and newsletters, articles in statewide newsletters and journals, presentations at statewide conferences, and ongoing local presentations and technical assistance.

Grant Number: **H025A50030**

Services for Children with Deaf Blindness Program

Project Director: MAURER, RALPH

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UNIVERSITY OF FLORIDA
DIVISION OF SPONSORED RESEARCH
219 GRINTER HALL
GAINESVILLE, FL 32611
(904)392-3611

Purpose: To provide exemplary technical assistance, resources, and training to individuals with deaf-blindness, their families, and their service providers.

Method: Project services will focus on three critical areas in the education of students with deaf-blindness: identification and maintenance of the state Deaf-Blind Census; statewide assistance to families and service providers; and training. Districts currently reporting no students with deaf-blindness, many of which are rural, will be targeted for meetings between project staff and special education teachers and administrators to increase awareness of the characteristics of deaf- blind individuals and the services available to them. Project staff will specifically attempt to contact families from diverse cultural backgrounds to acquaint them with available services. Students ages 18-21 who are still eligible for services under IDEA but who are no longer receiving services from school districts will also be targeted. Technical assistance will be provided via telephone and e-mail, dissemination of resource materials, and on-site support. Project staff will collaborate with local centers to provide onsite assistance, which will be delivered through a person-centered teaming approach. Training and support to families and service providers will include a one-day conference, training institutes for professionals, family retreats, and a mentor teacher program. Topics of training and technical assistance will be based on needs assessment data, and will address such issues as communication, positive behavioral support, effective instruction, orientation and mobility, and self- determination. A resource library will also be established and maintained as an ongoing project priority, to include videotapes, books, journal articles, and training modules as well as materials developed by project staff.

Products: Expected benefits will include: a more accurate count of children and youth who are deaf-blind in Florida; increased awareness of the characteristics and needs of these students; improved capacity among local programs to successfully meet these needs; development of a support network for teachers and family members; and improved quality of daily activity for students receiving technical assistance. Articles, informational videotapes, books, monographs, and training manuals will be made available to all interested parties on request through the Resource Library, and informational products such as newsletters and fact sheets will be automatically sent to project consumers and other stakeholders.

Grant Number: **H025A50031**

Indiana Deaf-Blind Services Project

Project Director: GOEHL, KAREN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

INDIANA STATE UNIVERSITY
BLUMBERG CENTER FOR INTERDISCIPLINARY STUDIES
SCHOOL OF EDUCATION ROOM 502
TERRE HAUTE, IN 47809
(812)237-2830

Purpose: To continue statewide services improving educational services for Indiana students with deaf-blindness.

Method: The primary focus of this project will be provision of technical assistance. This effort will involve consultation with, training of, and identification of appropriate resources for service personnel, teachers, and families of individuals from birth to age 21 with deaf- blindness. The project will also provide direct services to youth ages 18-21. Technical assistance and direct service activities will include: early identification; development of educational strategies; transition support services; assistance with competitive or supported employment; assistance with residential options for independent living; and a method for tracking an individual with deaf-blindness throughout the service delivery system. Placement of the student in the least restrictive environment and integration with age- appropriate, nondisabled peers is a high priority of this project. A resource materials center will be maintained for the exchange of information specific to deaf-blindness, and local expertise in the field will be built through a mentor teacher training project.

Products: Both technical assistance and direct services provided through this program will result in: better individualized family service, education, and transition plans; the development of improved teaching strategies; and more highly skilled local professionals in the area of deaf-blindness. Services will enable all participants to increase their knowledge and skills, access and provide needed supports, share information, and promote better services through a coordinated and comprehensive tracking system.

Grant Number: **H025A50032**

Mississippi Services for Children/Youth with Deaf-Blindness

Project Director: STREMEL, KATHLEEN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF SPECIAL EDUCATION
FORREST COUNTY BOX 5115
HATTIESBURG, MS 39406-5115
(601)266-5135

Purpose: To provide training and technical assistance to children/youth throughout the state of Mississippi who have or are likely to be diagnosed as having deaf-blindness.

Method: Project staff will provide family-centered training in the areas of vision, hearing, and early receptive and expressive communication in collaboration with other agencies and service providers. Hands-on personnel training, specific to individual infants and toddlers, will be provided to early interventionists, and direct assessment and development of individual students' communication and technology needs across home and school environments will be provided. Parent-teacher team training will be provided to strengthen functional skills, communication, adaptive skills, placement in the least restrictive environments, and transition planning. Regional inservice training will be provided to service providers, focusing on services who are deaf-blind with other disabilities. Training and counseling for students with Usher's syndrome will also be provided. An array of cost-effective technical assistance activities will be provided to meet the individual needs of families, service providers, and parents, and local education agencies and families will be provided with technical assistance for more appropriate, functional programming, inclusive educational placements, and student outcomes. Project staff will also collaborate with other agencies for information training, events coordination, activity collaboration, and strategy collaboration for systems change and effective service delivery.

Products: Expected benefits of project services and activities include: families and early interventionists having more knowledge and skills to increase children's functional vision and hearing, early communication skills, and adaptations for cognitive and adaptive skills. Parents of school-age children and youth will attain more knowledge about functional programming, adaptive skills, personal futures planning, and inclusive educational practices to increase their advocacy and planning skills. Teachers and related service personnel will increase their competencies in providing effective educational and communication programming for students who are deaf- blind, and an increase will be expected in the numbers of young adults who have transition plans, job training, and opportunities for employment in their home communities.

Grant Number: **H025A50033**

State and Multi-state Projects for Children Who Are Deaf-blind and Optional Pilot Project for Children Who Are Deaf-blind

Project Director: JOHNSON, STEVEN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SPECIAL EDUCATION DIVISION CA74244-2720
721 CAPITOL MALL, PO BOX 944272
SACRAMENTO, CA 74244-2720
(916)327-3502

Purpose: To provide mandated services to individuals with deaf-blindness from birth through 21 years in the state of California.

Method: The California Deaf-Blind Services (CDBS) program provides services through the use of assigned teams consisting of a Family Specialist (a parent of an individual with dual sensory impairments) and an Education Specialist (a person with a teaching background in deaf- blind education). These teams provide the primary access to training and assistance for families and practitioners. Training will be provided on early intervention issues for families and service providers, and CDBS will facilitate the development of residual vision and hearing, establish communication systems, share resources and referrals, provide linkage with educational and medical personnel, and assist in the transition planning process as children move from home- based to center-based programs. Information will also be shared between

CDBS staff and clients and medical professionals and teams will be trained in functional assessment strategies and will be provided technical assistance. Training content will include such areas as: family-professional collaboration; family interview processes; routine analysis; error analysis; determining instructional strategies; multicultural issues; positive behavior change; planning for inclusion; team building; and specific curriculum areas. CDBS will provide training and technical assistance to facilitate systems change regarding student outcomes and quality of life. The CDBS Statewide Clearinghouse for Information will contain information on planning for inclusion and videotapes demonstrating inclusion strategies. CDBS will also collaborate with a wide array of higher education institutions and adult services agencies to coordinate and provide services facilitating transition into adult life. Parent and professional partnerships will be facilitated through the development of training modules, fact sheets, and lists of activities for increasing communication, vision, hearing, motor, and cognitive skills. Training, technical assistance, and resources will be provided to universities to prepare teachers to serve individuals with dual sensory impairments. The program will also assist local and state agencies to maximize efficient use of scarce resources through regionalization of services, collaboration between agencies, and widespread access to the Statewide Clearinghouse.

Products: Approximately 1000 local education agencies, regional centers, and other agencies are expected to use the services and materials developed by this project, and approximately 1000 parents of students with deaf-blindness are expected to benefit from project services by 1999. Families and professionals will receive technical assistance, training, benefits of systems change, and access to the Statewide Clearinghouse.

Grant Number: **H025A50034**

This Grant Will Provide for A Needs Assessment, Identification of Resources and Inservice Training in The Area of Deaf/Blind

Project Director: MUELLER, JACK

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

WYOMING DEPARTMENT OF EDUCATION
HATHAWAY BUILDING, 2ND FLOOR
2300 CAPITAL AVENUE
CHEYENNE, WY 82002-0050
(307)777-6202

Purpose: To continue the identification of children who are deaf-blind and to provide technical assistance for the development of educational services for those children in the State of Wyoming.

Method: A statewide resource will be provided for the identification of children with deaf-blindness through the use of Deaf/Blind/Multi-Handicapped Clinics. Project staff will identify and provide technical assistance, intervention strategies and emotional support for families of children with deaf-blindness as well as agencies and service providers working with these children. An evaluation system will be implemented to determine the effectiveness of the technical assistance given to families, school personnel, teachers and caregivers of children with deaf-blindness. Through collaboration with South Dakota, North Dakota, Nebraska, Minnesota, and Montana, a regional system of coordinated identification and service delivery will be created for children who are deaf-blind and live on American Indian reservation land in the Great Plains region.

Products: The Wyoming Department of Education will continue to distribute a letter introducing and explaining the project's goals and objectives. Articles will be written and placed in statewide publications discussing the project, activities that have taken place, and plans for future activities. Final reports to be developed by the Deaf/Blind/Multi-Handicapped Clinics will be distributed to each child's family, home school district, State Outreach Consultants, and other professionals as indicated by the child's parent or guardian.

Grant Number: **H025A50035**

Vermont State Project for Children and Youth with Deaf-Blindness & Pilot Project - Paraeducator Training

Project Director: CLONINGER, CHIGEE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF VERMONT
UNIVERSITY AFFILIATED PROGRAMS
BURLINGTON, VT 05405
(802)656-4031

Purpose: To collaboratively improve through technical assistance the abilities of and opportunities for students with deaf-blindness to live, attend school, play, work, and have friends in their communities.

Method: Objectives of this project are: (1) identification of children and youth who are deaf-blind or at risk for deaf-blindness; (2) technical assistance to local teams of families, educators and other service providers in the delivery of quality educational services to students with deaf-blindness; (3) training of families, educators, and other service providers to enhance the quality of educational experiences for students who are deaf-blind; and (5) provision of resources and support to families of children and youth with deaf-blindness. State assessments have identified five main areas of need: (a) regular and special educators are in need of additional skills for teaching students with deaf-blindness in integrated settings; (b) instructional assistants/paraeducators are in need of basic instructional intervention methods; (c) related service providers are in need of strategies specific to the needs of these students in integrated settings; (d) families are in need of a wide variety of information and other supports; and (e) personnel with experience and training related to serving these students are scarce. Educational and related services providers will benefit from technical assistance which will increase the use of exemplary educational practices, including techniques focusing on school climate and structure, collaborative planning, social responsibility, curriculum planning, delivery of instructional support services, individualized instruction, transition planning, family-school collaboration, and planning for continued best practices improvement. Families and students will receive assistance in identifying their goals and priorities, modifying and adapting intervention strategies to meet home and community life, and accessing networks and service supports available in their community.

Products: In addition to the above benefits from training and technical assistance, information about the project will be disseminated through a variety of media including brochures, presentations, newsletters, electronic mail, articles, and manuals. Emphasis will be on dissemination at the state level with regional and national dissemination a secondary concern. Target audiences will include: parents and families; special educators and related services personnel; general education personnel; administrators; State Education Departments; and other appropriate agencies, advocacy groups, and university faculty who provide training regarding students with deaf-blindness.

Grant Number: **H025A50036**

Together We Can: The Virginia Project for The Integration of Children with Deaf-Blindness

Project Director: VALENTI, DEBBIE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

VIRGINIA COMMONWEALTH UNIVERSITY
VIRGINIA INSTITUTE FOR DEVELOPMENTAL DISABILITIES
SPONSORED PROGRAMS MCV BOX 980568
RICHMOND, VA 23284-0568
(804)828-6772

Purpose: To implement a comprehensive statewide system of training, technical assistance, consultation, collaboration, information dissemination, and other activities for service providers and families, designed to make a positive impact on services to children with deaf-blindness.

Method: Major project activities will be aimed at: facilitating family involvement; providing training and technical assistance statewide to service providers and families, both in planned formats and upon request; supporting collaboration; and disseminating information through a variety of accessible media. Examples of specific planned activities include: assisting families in developing a statewide family network; conducting an annual family weekend; establishing an 800 number to give families and service providers easy access to information and referrals to resources; conducting an annual week-long Summer Institute focusing on effective practices for service providers and families; providing inservice and preservice training on the unique needs of children with deaf-blindness; providing technical assistance on person-centered approaches, service coordination, inclusive education, and community supports; providing intensive training and technical assistance to selected sites to assist them in integrating children with deaf-blindness; continuing and expanding collaboration with state, local, and national agencies and programs; maintaining an updated resource library; and disseminating information about the project through brochures, flyers, and presentations locally, statewide, and nationally.

Products: Major expected outcomes will include: service delivery systems that are more responsive to and have greater capacity to meet the needs of children and families; service providers who capably address child and family needs through collaboration and effective practices; families who are better informed, supported, and actively involved in planning for their children; children with deaf-blindness who receive educational and other services with peers without disabilities; and improved methods for collecting and reporting annual statewide census data.

Grant Number: **H025A50037**

Oklahoma Deaf-Blind Technical Assistance Project

Project Director: FOUTCH, JOYCE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SYSTEM
2500 NORTH LINCOLN BOULEVARD
OKLAHOMA CITY, OK 73105-4599
(405)521-4155

Purpose: To provide technical assistance to personnel serving children and youth with deaf-blindness and their families.

Method: Specific technical assistance will be provided to families and youth to facilitate transitions from school to adult community life. This assistance will include development of personal plans, connecting families with adult service agencies, and provision of resource information for professionals and families. Information obtained through this assistance will be used to improve future activities, facilitate interagency coordination, and disseminated to professionals and families throughout the state. Coordination between project staff and an early intervention statewide program as well as NICU medical personnel will be enhanced to ensure that infants and toddlers who are deaf-blind are identified as early as possible and that families and professionals working with them are provided frequent opportunities to access technical assistance. Assistance will be provided to facilitate integration of students who are deaf-blind into neighborhood schools, and successful integration strategies will be extended to additional schools. The acquisition of communication, orientation, and mobility skills in individuals who are deaf-blind will be a major focus of technical assistance, as will be facilitation of family involvement.

Products: Specific areas of impact of this project will be a larger number of qualified personnel, increased opportunities for education within the least restrictive environment, greater family involvement, improved identification and tracking systems, better coordination between agencies, and improved dissemination of information regarding research findings and exemplary practices in the education of children and youth with deaf-blindness.

Grant Number: **H025A50039**

North Dakota Deaf-Blind Services Project

Project Director: SKORHEIM, NANCY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

NORTH DAKOTA DEPT. OF PUBLIC INSTRUCTION
ADAPTIVE SERVICES DIVISION
600 E. BLVD AVE.
BISMARCK, ND 58505-0440
(701)328-4571

Purpose: To provide technical assistance and support to parents, families, and service providers of children with deaf-blindness.

Method: Project staff will collaboratively work with agencies and personnel who provide services to children and students with deaf-blindness. This collaboration will result in cooperatively sponsored training and technical assistance which will maximize available resources and minimize duplication of services. A systematic child find effort will be conducted to identify students with deaf-blindness who currently are not receiving services through the project. Regionalized Statewide Technical Assistance Teams (STAT) comprised of local service providers, will be established and trained. These STAT members will help families and other providers implement empirically validated instructional strategies. Parents and other family members will have a greater role in the service system by becoming advisory council members through the project. In addition, these consumers will receive advocacy and team decision-making training to become more effective members of their children's teams. Finally, the NDDBS project will develop pre-service and inservice training materials to more fully build statewide capacity for services for students with deaf-blindness.

Products: Through this project, students will receive quality services, parents and family members will become more active advocates and decision-makers, and service-providers will become more skilled in educating students with deaf blindness. Dissemination activities will include personal contacts, inservice training, and the distribution of project materials. Project staff will develop, disseminate, and maintain video and text resource listings, brochures, and fact sheets.

Grant Number: **H025A50040**

Services to Infants, Children and Youth with Deaf-blindness in Connecticut, Maine, Massachusetts, and New Hampshire

Project Director: MASON, BARBARA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

PERKINS SCHOOL FOR THE BLIND
175 NORTH BEACON STREET
WATERTOWN, MA 02172
(617)972-7502

Purpose: To continue to improve on provision of technical assistance and consultation to infants, children and youth with deaf-blindness in Connecticut, Maine, Massachusetts and New Hampshire.

Method: Specific activities will vary from state to state, but certain Center-based activities will remain in common. Training and technical assistance activities will be driven by a biannual regional needs assessment survey. Early intervention providers in all four states will receive consultation on issues surrounding deaf-blindness, and will be invited to attend regional and statewide training activities. Center consultants will provide information to family members on the impact of deaf-blindness on development, resources and materials available, local, state and federal legislation, and family-to-family support. Transition support services will be provided to all individuals with deaf blindness as they move from infant to preschool services, preschool to regular school, from classroom to classroom, and when they leave public education services to enter the adult system. Through case recordings, technical assistance evaluation and documentation of ongoing progress, the Center will ensure child- specific and family outcomes.

Products: Project activities will ensure that all children from birth through 22 years of age in the four-state region will receive needed direct services to achieve their potential and assure full participation in school, family life, work and community. Technical assistance services will further enhance each state's

4

ability to serve these children and their families. Project products planned for publication and dissemination include a staff handbook for community residential programs serving deaf-blind people, a preschool transition checklist for parents and programs, adult strategies for sensorimotor activities, and recreation and leisure skills planning for children and youth with deaf-blindness.

Grant Number: **H025A50041**

Colorado Services for Children with Deaf-Blindness

Project Director: NEZOL, JAMES

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

COLORADO DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES UNIT
201 EAST COLFAX AVENUE
DENVER, CO 80203
(303)866-6719

Purpose: To continue the provision of mandated services to infants, children, and youth with deaf-blindness in Colorado.

Method: The project's philosophical base emphasizes the following practices and trends: family support; least restrictive environments; need for specialized services; curricula instruction practices; team approaches; and interagency collaboration. In order to improve Colorado's ability to identify children with deaf-blindness, special materials and procedures will be developed to publicize this project and available services. Child count and child find activities will be coordinated with other state offices, and a standardized process for referral to project services will be implemented. Information on effective vision and hearing screening methods will also be developed and disseminated. The project will establish a system on ongoing inservice training for families and service providers of children and youth with deaf-blindness, and special support will be extended to preservice special education teacher training programs. An ongoing formal needs assessment process will be developed to determine and monitor technical assistance needs, and consultation services will be provided to personnel working with students with deaf-blindness in early intervention programs, local education agencies, and other agencies. A written action plan with follow-up and evaluation strategies will be developed to facilitate technical assistance delivery. Efforts to support transition services for students with deaf-blindness will incorporate Personal Futures Planning, and will emphasize involvement of family, service providers, and other key stakeholders in all transition planning. A summer family retreat will be provided for families of identified children, as will financial aid for families otherwise unable to attend project activities and other parent conferences.

Products: Procedures to be used in disseminating project activities and services will include: direct mailings; a project newsletter and advertisements in other periodicals; project posters; preservice and inservice training; conference presentations; technical assistance consultations; and electronic mail.

Grant Number: **H025A50042**

The Delivery of Services to Children with Deaf-Blindness in West Virginia

Project Director: VALENTINE, MICHAEL

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

WEST VIRGINIA DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
AND ASSURANCES WV25305-0330
BUILDING 6, 1900 KANAWHA BOULEVARD EAST
CHARLESTON, WV 25305-0330
(304)558-2696

Purpose: To improve special education and related services for children with deaf-blindness in West Virginia.

Method: Project staff will distribute information regarding the state definition of deaf-blindness to local education agencies and state operated programs, after which census data will be collected from agencies and coordinated with the current computerized tracking system. Following a statewide needs assessment study, staff will collaborate locally, regionally and nationally with professionals recognized for their expertise in the field of deaf-blindness to develop a teacher education curriculum providing skills necessary for the proper and efficient provision of early intervention, educational and related services. A student summer institute will be designed to reflect research findings and exemplary practices including provision of age-appropriate services for participants. Service providers will also have opportunities to attend summer institutes. Based on the Deaf-Blind Census and input from regional education service agencies, a minimum of three Regional Consultants will be selected and trained in exemplary practices across all ages and disciplines. Regional Consultants will establish and foster cooperative relationships with local service providers, children with deaf-blindness, and their families to ensure the provision of age-appropriate and comprehensive services as they progress through early intervention programs, educational programs, and adult services. Consultants will also produce videotaped documentation of each student in order to seek technical assistance from national experts and as technical assistance for receiving teachers. Expanded transition services will lower the age for beginning transition services to fourteen within established and successful local teams, while two additional local transition teams are added to the current three.

Products: Since knowledge of available resources is a prerequisite to access to these resources by professionals and families, project staff will maintain a clearinghouses of national, state and local resources and a matching mailing list for updating stakeholders regarding resource availability. The statewide Deaf-Blind newsletter will be maintained, an information on deaf-blindness and available services will be presented at state conferences.

Grant Number: **H025A50043**

Puerto Rico State Projects for Children Who Are Deaf-Blind

Project Director: REYES, EILEEN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION, OFFICE OF FEDERAL AFFAIRS
PO BOX 190759
SAN JUAN, PR 00919-0759
(809)759-8910

Purpose: To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification and related services to children with deaf-blindness, to ensure that they may more effectively implement services for the deaf-blind population, parents and other service providers.

Method: Project staff and associates will work to increase collaboration efforts between public agencies and other non-profit programs to enhance direct services, increase opportunities for professional development among teachers and service providers, and initiate local research in the area of deaf-blindness. Yearly workshops will be provided to student teachers and graduate students to establish awareness among future professionals, and graduate students will be allowed to participate in a Directed Research program. A local agency for Deaf individuals will provide sign language courses for teachers, paraprofessionals and other service providers and a local institute for the blind will provide training and technical assistance on orientation, mobility and independent living skills, in exchange for which each organization will receive assistance in applying their specific expertise to meet the needs of clients with dual sensory impairments. A reverse inclusive preschool will be maintained to promote direct social integration between children with deaf-blindness and nondisabled peers. Direct technical assistance to teachers will be provided on educational aspects on early childhood intervention for infants at risk for deaf-blindness, while separate technical assistance activities will focus on the benefits of implementing initiatives to provide education alternatives for students with deaf-blindness in the least restrictive environment. Services to promote effective transitions for youth with deaf-blindness will involve technical assistance, training, and skills development focusing on educational trends that have been successful in the integration of individuals with deaf-blindness into mainstream society. Transitional materials such as video resumes will be developed through this technical assistance. Activities to promote parental involvement will be developed. On parent workshop per year will be offered in which parents will be trained in their role in the collaborative process of educating their children.

Products: Through technical assistance, knowledge of educational trends which will increase opportunities for community-based instruction, inclusion programs, transition services and job placement will be disseminated to regular and special education teachers, other service providers and potential employers. A wide array of technical assistance options available at various levels to various audiences will enhance existing services provided to deaf-blind children and youth from early intervention to secondary transition. Project activities will be disseminated through production of a promotional videotape as well as publication of informative brochures and other promotional materials.

Grant Number: **H025A50044**

Services for Children with Deaf-Blindness Program

Project Director: MCGRAW, LORETTA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MD 21201
(410)333-2496

Purpose: To enhance the quality of direct services currently being offered to students with deaf-blindness by emphasizing the provision of technical assistance and consultation, preservice and inservice training stressing best practices and placement in the least restrictive environment, training for expanding parent involvement, and collaboration and dissemination.

Method: Because Maryland is a birth mandate state, the major thrust of this project will be technical assistance and consultation. Technical assistance and consultation will be provided to state operated programs, local education agencies, local infant and toddler programs, private agencies, and rehabilitation programs serving infants, toddlers, children and youth with deaf-blindness to assist special and regular education teachers, paraprofessionals, administrators, and other professionals in providing special education and related services, early intervention, identification, and vocational and transitional services. The use of exemplary practices will be promoted through provision of preservice and inservice training to professionals, paraprofessionals, and related service personnel. Training and consultation will also be provided to families, and local capacity to provide training and technical assistance to families will be built up. Staff will facilitate the collection and dissemination of relevant information, current research, and innovative practices, and will help build collaborative networks among parents, education professionals, higher education staff, and agency staff. A Comprehensive System of Personnel Development (CSPD) will be designed to integrate the current system into a multi-agency network including provisions for public and private providers, primary referral sources, parents, paraprofessionals, and case managers. A statewide training consortium will be established to coordinate and highlight existing personnel development efforts within the state.

Products: Expected benefits of project services include: services to children who are deaf-blind which reflect an emphasis on exemplary educational practices in least restrictive environments; increased child identification with more accurate and complete information on families; implementation of an ongoing family support and information program; and increased coordination and collaboration among service providers.

Grant Number: **H025A50045**

The Great Lakes Regional Center for Deaf-Blind Education

Project Director: STEPHENS, THOMAS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UNIVERSITY OF DAYTON SCHOOL OF EDUCATION
300 COLLEGE PARK
DAYTON, OH 45469-0104
(614)785-1163

Purpose: To employ a needs-driven model for provision of technical assistance and direct services related to the education of children who are deaf-blind in Ohio and Wisconsin.

Method: The Regional Center will collaborate with the Ohio Department of Health to provide early intervention services, including early identification and referral management as well as direct services. Direct services will feature a coordinated plan for each child served, family-centered assessments, itinerant early intervention services, assistance in developing and implementing transition plans and family networking opportunities. Family members will be provided with a variety of service options and opportunities to access the resources of the Regional Center. Through updated project information materials and mailing lists, project staff will perform an updated census to be coordinated with the current child count system. Anticipated outreach will include a disseminated database of local, state, and regional resources, onsite technical assistance, and a system of mini-grants and pilot project sites for service providers. Training for professionals will be provided through summer institutes, a Deaf- Blind Mentor-Link Network, a series of educational modules for educating students with dual sensory impairments, training seminars for respite care providers, and coordinated distance learning opportunities. Pilot project sites will focus on provision of best educational practices in the areas of functional curriculum, communication, sensory development, nonaversive behavior management, self-determination, integrated teaming, transition planning, and family centered early intervention services. Pilot sites will be provided with the resources necessary to implement these practices, and will also serve as observation sites so service providers and families will have opportunities to observe the efforts. Family services will include weekend parent retreats, sibling retreats, family weekends, and the development and maintenance of a network of Parent Leaders. Collaboration with colleges and universities will include annual seminars on topics related to deaf-blindness, assistance to personnel in preparing grant applications, promotion of the development of course work, materials, and research, presentations at annual conferences, and assistance in the coordination of preservice and inservice training in deaf-blindness.

Products: In addition to the above benefits from direct services and technical assistance, project information will be disseminated through the following media: a promotional videotape highlighting the Regional Center's services and activities; quarterly production of a Regional Center newsletter; distribution of numerous project brochures; arrangement of information tables at national, state, and local conferences to display promotional material; announcements of future project activities in newsletters of various agencies throughout both states; a handbook of strategies and activities to accompany Mentor-Link seminars; and a series of training modules on educating children and youth with dual sensory impairments or multiple disabilities.

Grant Number: **H025A50047**

Illinois State Project: Services for Children with Deaf-Blindness Program

Project Director: SIMS, BARBARA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, IL 62777-0001
(217)782-6601

Purpose: To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness in Illinois.

Method: Eight specialists in deaf-blind services will work with this project, living and working in different strategic geographic areas of the state. These specialists will work with local school programs and community service providers to identify and provide technical assistance to children. Specialists will conduct informal functional vision and hearing evaluations, and they will assist in the process of making referrals for formal diagnostic evaluations. Technical assistance may be requested in any area or curricular domain; previous needs assessment surveys have indicated an interest for training and technical assistance in functional curriculum, communication, behavior management, transition, vision and hearing information, orientation and mobility, integration/inclusion, and instructional best practices.

Products: Informational brochures, periodic telephone contacts, and training on a variety of topics will be provided to program staff. Presentations will be made at statewide conferences as a way to inform special education personnel and community service providers about the issues of deaf-blindness, services available, and to increase the identification of eligible children and those suspected of having dual sensory impairments. Training videotapes and inservice training modules will be developed and organized by content areas most frequently identified on needs assessment surveys. This project will also support the development of a statewide family organization and a statewide technical assistance team. Regional meetings, a statewide conference, a Family Weekend, and a quarterly newsletter are all planned to help pool statewide resources.

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Grant Number: **H025A50048**

Services for Children with Deaf-Blindness

Project Director: FISHER, JOSEPH

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

TENNESSEE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
710 JAMES ROBERTSON PARKWAY
8TH FLOOR - GATEWAY PLAZA
NASHVILLE, TN 37243-0383
(615)741-2851

Purpose: To develop coordinated, comprehensive, and longitudinal service plans for each individual with deaf-blindness, including early identification, appropriate education programs, transition, assistance with competitive or supported employment, assistance with residential options for independent living, and a mechanism for tracking the individual throughout the service delivery system.

Method: The proposed project will capitalize on the inherent strengths of providers and family members as change agents within their home communities. This will be achieved through the development of a model a quality practices and the concurrent linkage of valuable state and local resources to strengthen formal and informal networks throughout the state. The quality practices model will be based on the Tennessee teacher licensure standards for special education, a competency-based model. Specific content, knowledge and skills will be embedded into these competencies across the five licensure areas (mild disabilities, moderate and severe disabilities, vision, hearing, and early childhood) to reflect the additional skills required to appropriately meet the needs of students with deaf-blindness in each of these categories. The awareness of individuals with deaf-blindness will be enhanced through the infusion of information, adaptations, and accommodations related to learners with deaf-blindness into the networks, groups, and agencies that are advocating and working for quality educational, vocational, and early intervention services for all citizens with disabilities. The skills of practitioners working with these individuals will be improved to reflect current research findings and exemplary practices, and family and consumer input will be enhanced at all levels of the project including interagency collaboration, information dissemination, materials development, and training activities.

Products: Information regarding the project will be disseminated throughout the state to service providers and family members of individuals with deaf-blindness. Dissemination materials and activities will include the following: a referral package (including information on local education agencies, special schools, Head Start programs, and early intervention agencies). yearly census updates, regional workshops, presentations at local and statewide conferences, slide presentations, project brochures, onsite technical assistance, project newsletters, and a resource library with a toll free 800 number.

Grant Number: **H025A50050**

Partnership for Deaf-Blind Technical Assistance Services

Project Director: STODDEN, ROBERT

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UNIVERSITY OF HAWAII
OFFICE OF RESEARCH ADMINISTRATION
2540 MAILE WAY, SPALDING 253
HONOLULU, HI 96822
(808)956-6449

Purpose: To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children and youth with deaf-blindness to ensure that quality supports and services are provided to enable individuals with deaf-blindness to live, work, and recreate with friends in their home communities.

Method: This project will combine two conceptual methodologies: (a) systemic and consumer-focused determination of the successful status of practices on model components to be implemented and/or replicated; and (b) an interagency team empowerment process for the implementation and dissemination of selected successful practices. The project will employ a cadre of Pacific Basin technical experts and consultants who have expertise related to serving children and youth with deaf- blindness, as well as developing interagency teams and providing support and onsite technical assistance in Pacific jurisdictions. Supportive partnerships will be structured and implemented between participating interagency teams, and an interagency team empowerment process will be implemented in each jurisdiction to test, implement and replicate successful education and inclusion practices. Data on exemplary self-determination practices will be organized, synthesized, and shared, and project staff will assist other Pacific jurisdictions to replicate and institutionalize program components found to be effective in enhancing self-determination outcomes for children with deaf-blindness and their families.

Products: Staff will develop and disseminate written descriptions of technical assistance processes and products developed through the interagency team empowerment process and those program innovations which prove to be effective. Project evaluation will include satisfaction data, mastery of knowledge data, skill implementation data, systems change/program impact data, and child change/outcome data.

Grant Number: **H025A50051**

New Mexico Deaf-Blind Services

Project Director: ROACH, WANDA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

NEW MEXICO SCHOOL FOR THE DEAF
1060 CERRILLOS ROAD
SANTA FE, NM 87503

Purpose: To continue services provided by the New Mexico School for the Deaf to infants, children, and youths with multiple sensory impairments, their families, and their service providers.

Products: Statewide workshops, conferences, inservices, and a summer institute, all of which include follow-up activities, will support participants in all regions of the state. Products to be disseminated will include: NMDBS brochures, a newsletter, an updated curriculum guide, directory, lending library and resource list, and special activity- based bulletins. These materials will be made available to all education, health, and adult service agencies as well as parent organizations and other interested individuals.

Competition 84.025C:
Technical Assistance to Grantees under State and Multi-State Projects for Children Who Are Deaf-Blind

Grant Number: **H025C60001**

The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind

Project Director: BALDWIN, VICTOR

Beginning Date: Oct 1, 1996
Ending Date: Dec 31, 1999

WESTERN OREGON STATE COLLEGE
TEACHING RESEARCH DIVISION
345 N. MONMOUTH AVENUE
MONMOUTH, OR 97361
(503)838-8391

Purpose: To assist states to improve the quality of existing placements and services for individuals (birth through young adulthood) who are deaf-blind, and to increase the numbers of children/young adults, their families, and their service providers who will benefit from these services.

Method: Project staff will assist state and multi-state grantees and critical state stakeholders to identify service needs across the age ranges and to develop long range State Technical Assistance Plans. "State-Local Team Partnerships" will be implemented for establishing coordinated family and person-centered services for infants through transition-age children and young adults who are deaf-blind. Technical assistance will be provided to agencies and organizations that are responsible for infant, toddler and preschool services as well as educational and transitional services. Technical assistance for parents and family members will be designed to empower, inform, and develop skills in advocating for and participating in effective service delivery systems. Technical assistance to young adults will emphasize self- determination and self-advocacy. A nationwide database will be developed on the demographic characteristics of infants, children, and young adults who are deaf-blind. This project will also provide planning and managerial support for the annual meeting of directors of projects serving children and young adults who are deaf-blind.

Products: Anticipated benefits include: (a) greater capacities for local and state agencies to provide effective services and placements; (b) greater ability by families, advocates, and individuals who are deaf-blind to access available services; (c) the development of infrastructures to impact systems change; (d) a broader array of technical assistance services; and (e) more effective child count and tracking systems for children and young adults with deaf-blindness.

Competition 84.025U: National Clearinghouse for Children Who Are Deaf-Blind

***Grant Number:* H025U60001**

DB-LINK (The National Information Clearinghouse on Children Who Are Deaf-Blind)

Project Director: Reiman, John

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

WESTERN OREGON STATE COLLEGE
Teaching Research Division
345 N Monmouth Avenue
Monmouth, OR 97361
(503)838-8776

Purpose: To provide accurate and cost-free information related to children and youth who are deaf-blind, their families, and the professionals who serve them.

Method: DB-LINK has been primarily the work of the Helen Keller National Center, the Perkins School for the Blind, and Teaching Research. These three agencies have worked in harmony to develop a national clearinghouses that locates, organizes, manages, and disseminates information about deaf-blindness in areas that include: effective early intervention, special education, and general education practices; related medical, health, social, and recreational services; relevant legal issues; employment and independent living; postsecondary educational services; and information on the nature of deaf-blindness. The multiple databases maintained by DB-LINK include bibliographic as well as local, regional, national, and international resources that serve the target population. This information is disseminated to a wide audience including 307.11 Coordinators, other professionals, parents, employers, and members of the public. An inquiry-response process tailored to the needs of the requestor utilizes a combination of traditional (toll-free voice/tty phones, hard-copy information packets, etc.) and electronic means (Internet, World Wide Web, etc.) to disseminate information. During the funded period to come, DB-LINK will continue responding to inquiries, and will also pursue the pro-active dissemination of current materials, as well as the identification of areas for programming, material development, training, and expansion of services. A new focus will be placed on meeting the informational needs of parents and to reach inner-city, rural, and non-English-speaking populations.

Products: DB-LINK will publish up to three fact sheets or briefing papers per year, and three resource lists per year, as well as co-sponsoring three issues of "Deaf-Blind Perspectives" per year. Project staff will collaborate twice annually in the publication, reprint, or review of its work in the publications of other agencies. A process assessment based on findings of a focus group will be published also.

Competition 84.028A:
Regional Resource Centers

Grant Number: **H028A30002**

Northeast Regional Resource Center

Project Director: Wilkens, Ed

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05401-1496
(802)658-5036

Purpose: To provide consultation, technical assistance and training to State Education Agencies (SEAs) and through them to local education agencies and other public agencies providing special education, related services, and early intervention services.

Method: The Northeast Regional Resource Center (NERRC) will provide programs and services designed to: (1) assist in identifying and solving persistent problems; (2) assist in developing, identifying, and replicating successful programs and practices; (3) gather and disseminate information to SEAs and coordinate with other relevant projects; (4) assist in training professionals and parents and in disseminating information; and (5) provide information and training to organizations submitting grants and cooperative agreements under Parts D-G of the act (P.L. 102-476).

Products: The collaborative network proposed will improve outcomes for students with disabilities, and will address identified needs in the areas of multicultural populations, recruitment and retention of special education personnel, transition, least restrictive environment, SEA monitoring, parent and service provider collaboration, early childhood services, and other state-identified needs.

Grant Number: **H028A30003**

Western Regional Resource Center

Project Director: Zeller, Richard

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

University of Oregon
1268 University of Oregon
Eugene, OR 97403-1268
(541)346-5641

Purpose: To operate the Regional Resource Center in Region 6, which will provide technical assistance to the diverse jurisdictions of the region.

Method: The Western Regional Resource Center (WRRC) will assist the states and other jurisdictions in Region 6, beginning with a focus on individual SEA needs, which fall into 8 major categories: changing populations and school diversity, school restructuring, family involvement and support, personnel development, transition to adult life, SEA leadership/management, early childhood services, and technology. The WRRC will bring together groups in the region with common needs to share problems and craft solutions that reach beyond state borders; it will connect mainland states and Pacific jurisdictions so that each group can learn from the other. The distribution of technical assistance within the region will be based on state need, the readiness of states to use the assistance, and the number of jurisdictions in the region.

Products: The expected outcomes of the proposed assistance are changes in state policy, programs, and practices that lead to improved outcomes for children with disabilities.

Grant Number: **H028A30004**

Great Lakes Area Regional Resource Center

Project Director: Magliocca, Larry

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

Ohio State University
700 Ackerman Road Ste 440
Columbus, OH 43202
(614)447-0844

Purpose: To provide assistance to Region #4 State Education Agencies (SEAs) on state-identified needs, particularly those that relate to emerging issues including: (1) the needs of diverse populations of students with disabilities; (2) the recruitment and retention of special education personnel; and (3) the improvement of outcomes for students with disabilities as they make the transition from school to workplace.

Method: The Great Lakes Area Regional Resource Center (GLARRC) proposes to use a needs driven model to provide technical assistance to states. This requires an annual needs assessment with the state directors of special education and their staff to identify and resolve persisting problems relating to the provision of special education, related services, and early intervention services. A technical assistance plan will be developed with each SEA in collaboration with other technical assistance projects to respond to state needs in an effective and efficient manner. GLARRC will assist SEAs through identifying and disseminating successful programs and practices, facilitating skill development, promoting networking with other public agencies, and building SEA capacity to support the SEA's administration and implementation of quality programs and services.

Products: GLARRC will disseminate information, policies, practices, and products generated from technical assistance, consultation, and training activities within Region #4 states through state and regional conferences, training workshops, and other networking activities, and through the RRC network.

Grant Number: **H028A30005**

South Atlantic Regional Resource Center

Project Director: Kelly, Tim

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

Florida Atlantic University
1236 North University Drive
Plantation, FL 33322
(954)473-6106

Purpose: To operate a regional resource center to provide technical assistance to State Education Agencies (SEAs) in Region 3, which includes Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas, and the U.S. Virgin Islands. The assistance is intended to improve outcomes for individuals with disabilities and their families.

Method: The resource center will: conduct an annual needs assessment for the SEAs in Region 3; establish an advisory process to provide recommendations on the direction and focus of services; provide technical assistance, including information, consultation, training, and capacity building activities to SEAs; establish and maintain a cooperative working relationship with the Office of Special Education Programs, U.S. Department of Education; network and collaborate with other information dissemination and technical assistance projects; and provide accountability reports.

Products: Outcomes of this project will include: opportunities for problem solving and strategic planning by SEAs; enhancement of the states' capacity to deal with racial, ethnic, and cultural diversity; linkage of Region 3 SEAs with other SEAs, best practice sites, human resources, information, and research dealing with service provision to individuals with disabilities; integration of families into all aspects of the provision of early intervention, special education, and related services.

Grant Number: **H028A30008**

Mid-South Regional Resource Center

Project Director: Olsen, Ken

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

University of Kentucky
126 Mineral Industries Building
Lexington, KY

Purpose: To collaborate with the staff of the State Departments of Education in RRC Region 2 (Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) to enhance their capacity to improve programs for individuals with disabilities and their families through needs-based technical assistance provided in cooperation with other research, dissemination and technical assistance providers.

Method: Staff will use formal and informal needs assessment techniques in collaboration with the SEA and key stakeholders, providing assistance by isolating and clarifying persisting problems in ways that can be addressed by state, RRC or other resources. To define, review and select alternative practices, staff will collaborate with OSEP, researchers, model developers and other technical assistance providers to help states understand the state of the art and apply appropriate criteria as they select among a range of alternatives for both what to do to solve problems and how to approach them. Assistance will be provided to develop sustained SEA capacity through consultation, product development, stakeholder planning sessions, information dissemination and training events. Staff will ensure responsive, high-quality technical assistance that meets SEA needs by gathering and using informal and formal data at each stage of the technical assistance process and by cooperating in evaluations of the overall RRC program. Staff will then maintain systems, procedures and plans to ensure that the human and fiscal resources of the RRC are used wisely, that appropriate advice is sought and used, and that the strategic mission of the RRC is fulfilled.

Products: The proposed RRC will evaluate and prepare Outcome Evaluation Reports for all products and events, including stakeholder meetings and other workshops, products developed by RRC or by consultants, and consultations provided by non-staff sources. Long-term objectives will include positive changes in state policy, procedures, practices, personnel, and resources.

Grant Number: **H028A30009**

Mountain Plains Regional Resource Center

Project Director: Copenhaver, John

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

Utah State University
1780 North Research Parkway Ste 112
Logan, UT

Purpose: To operate the regional resource center (RRC) to provide technical assistance to the State Education Agencies in Region #5 (Montana, North Dakota, South Dakota, Iowa, Nebraska, Wyoming, Utah, Colorado, Kansas, Missouri, and Bureau of Indian Affairs (BIA) schools) for the purpose of strengthening their capacity to serve students with disabilities.

Method: The RRC will conduct a needs assessment within each state; the results of the assessment will set the stage for the development of technical assistance activities in each state. Through the SEAs, the RRC will deliver services to local education agencies and to other state agencies that aid them in providing early intervention, special education, and related services to infants, toddlers, children, and youth with disabilities, and their families.

Products: Children and youth with disabilities in remote, rural, and urban areas in the region will receive improved services through the technical assistance and networking capabilities offered by the RRC to the education agencies.

Competition 84.029J:

Outreach Services to Minority Entities to Expand Research Capacity

Grant Number: **H029J60006**

Center of Minority Research in Special Education

Project Director: Hallahan, Daniel; Kauffman, James;
Trent, Stanley
University of Virginia - Curry School of Education
405 Emmet St. S
Charlottesville, VA 22903-2495
(804)924-0756

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Purpose: To enhance the capacity of minority researchers in special education to build and pursue research agendas focused on minority issues in the education of students with disabilities.

Method: The theoretical basis of this project will emphasize the personal, interpersonal, and community variables essential to the future of minority scholars as a sustained research presence in the field of special education. Four new minority scholars will be recruited for doctoral study at the University of Virginia, with a substantial portion of their program devoted to providing carefully structured opportunities for networking with minority scholars from around the country. Each year of the project, six emerging minority scholars will be provided with postdoctoral fellowships and necessary resources (for example, computer technology and graduate assistance) to take advantage of mentoring from established research leaders. This mentoring will lead to collaborative research grant proposals between emerging and established scholars. Other minority scholars will be invited to interact with each other, the postdoctoral fellows, and doctoral students in content and skill-building seminars. Joining in this project will be the Alliance 2000 Project and Project SUCCESS at the University of New Mexico, as well as the Bueno Center at the University of Colorado.

Products: Project findings will be disseminated via journal articles, conference presentations, electronic listservs, and other appropriate outlets. Two newsletters per year describing project activities will be published and sent to the 300 institutions on the Alliance 2000 mailing list. Alliance 2000 and Project SUCCESS will help provide linkages of the minority scholars. The Bueno Center will do likewise, while also facilitating the development of a research agenda for scholars pursuing minority issues focused on Hispanic/Latino populations.

Competition 84.029M:
Parent Training and Information Centers

Grant Number: **H029M30007**

Training Personnel for The Education of Individuals with Disabilities - Parent Training & Information Centers

Project Director: PRICE, CHARLOTTE

Beginning Date: Mar 1, 1993
Ending Date: Feb 28, 1998

PARENT EDUCATION PROJECT—WISCONSIN
2192 S 60TH STREET
WEST ALLIS, WI 53219
(414)937-8383

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M30019**

Families As Partners in Education Project

Project Director: CURTIN, CONNIE

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

VERMONT PARENT INFO CENTER
1 Mill St., Suite A-12
Burlington, VT 05401-1531
(802)658-5315

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M30021**

COPE Parent Information & Training Center

Project Director: HOWARD, CHARLENE

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

COPE
PO BOX 90498
WASHINGTON, DC 20090
(202)543-6482

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M30023**

Information, Training and Assistance to Parents of Infants, Toddlers, Children and Youth with Disabilities in Philadelphia

Project Director: Davis, Christine

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

THOMAS JEFFERSON UNIVERSITY
311 S JUNIPER ST RM 602
PHILADELPHIA, PA 19107
(215)546-1166

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40001**

TASK Parent Training Project

Project Director: TELLEFSEN, JOAN

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

TEAM ADVOCACY-SPECIAL KIDS
100 W CERRITOS AVE
ANAHEIM, CA 92805
(714)533-8275

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40010**

Massachusetts 2000 Partnerships in Change Project

Project Director: HIGGINS, ARTIE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

FED FOR CHILD SPECIAL NEEDS
95 BERKELEY ST, #104
BOSTON, MA 02116
(617)482-2915

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

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Grant Number: **H029M40013**

Urban Parent Training Project

Project Director: MOORE, DON

Beginning Date: Jun 6, 1994
Ending Date: Jun 5, 1999

DESIGNS FOR CHANGE
6 N MICHIGAN AVE, SUITE 1600
CHICAGO, IL 60602
(312)857-9292

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40015**

Education for Parents of American Indian Children with Special Needs

Project Director: GOROSPE, MARTHA

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

SOUTHWEST COMMUNITY RESOURCES
412 CAMINO DON TOMAS, BOX 788
BERNALILLO, NM 87004
(505)867-3396

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40016**

Network for Family Leadership

Project Director: Takemoto, Cheryl

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

PARENT EDUCATION ADVOCACY GROUP
228 SOUTH PITT ST, SUITE 300
ALEXANDRIA, VA 22314
(703)691-7828

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40017**

Project PEP (Parents As Education Partners)

Project Director: Aghazadian, Marieanne

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

PARENT INFO CENTER
700 BARKSDALE RD, SUITE 6
NEWARK, DE 19711
(302)366-0152

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: H029M40018

Parent Partners

Project Director: ARMSTRONG, LINDA

Beginning Date: Apr 1, 1994
Ending Date: Mar 31, 1999

ARC OF MISSISSIPPI
3111 NORTHSTATE ST
JACKSON, MS 39216
(601)362-4830

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: H029M40020

Parents Training Parents: A Project to Provide A Parent Training and Information Center

Project Director: Degen, Monica

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

SOUTH DAKOTA PARENT CONNECT
3701 West 49th St.
Suite 200B
SIOUX FALLS, SD 57118
(605)335-8844

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40021**

PACER's Parent Training Project

Project Director: GOLDBERG, PAULA

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

PACER CENTER
4826 CHICAGO AVE SOUTH
MINNEAPOLIS, MN 55417
(612)827-2966

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40023**

MPACT - Missouri Parents Act/Statewide Parent Training and Information

Project Director: KOLAGA, KENT

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

MISSOURI PARENTS ACTION
2100 S. BRENTWOOD
SPRINGFIELD, MO 65804
(417)882-7434

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40025**

Parent-to-Parent Training: Parents As Effective Participants in The Educational & Service Delivery Process of Their Infants/Youth with Disabilities

Project Director: Alderton, Judith

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

INDIANA RESOURCE CENTER FOR FAMILIES
809 North Michigan St
SOUTH BEND, IN 46617-1036
(219)234-7101

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40027**

Washington PAVE: Statewide Parent Training Project

Project Director: LEEPER, LYNNE

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

WASHINGTON PAVE
PARENT-TO-PARENT TRAIN PROJECT 6316 SOUTH 12TH ST
TACOMA, WA 98465
(206)565-2266

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40028**

Specialized Training of Military Parents (STOMP) Parent Training & Information Center for Military Families Worldwide

Project Director: HEBDON, HEATH

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

WASHINGTON PAVE
6316 S 12TH ST
TACOMA, WA 98465
(202)588-1741

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40032**

Pilot Parent Training and Information Project

Project Director: Walker, Judi

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

PILOT PARENT PARTNERSHIP
4750 N. BLACK CANYON, #101
PHOENIX, AZ 85017-3621
(602)468-3001

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: H029M40040

P.A.R.E.N.T.S. Training and Information Project

Project Director: WEAVER, JENNY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

P.A.R.E.N.T.S.
540 W INTERNATIONAL AIRPORT RD
ANCHORAGE, AK 99518
(907)563-2246

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: H029M40041

New York State Parent Training & Information Center

Project Director: WATKINS, JOAN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

PARENT NETWORK OF NY
250 DELAWARE AVENUE
BUFFALO, NY 14202-2014
(716)853-1570

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M40043**

Parent Information and Training Center - Parents Helping Parents of Wyoming, Inc.

Project Director: DAWSON, THERESA

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

PARENT INFORMATION CENTER
5 NORTH LOBBAN
BUFFALO, WY 82834
(307)684-2277

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M50003**

Parent Training and Information Center

Project Director: Taycher, Karen

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

Nevada Pep, Inc.
601 South Rancho Drive
Suite C-25
LAS VEGAS, NV 89106
(702)253-1939

Purpose: P.E.P. is a statewide, nonprofit parent-driven organization that provides training, support, education, information, and referral to Nevada families of children with disabilities and individuals who work with them. Nevada P.E.P.'s purpose in this new project is to expand the capacity of its program to enable parents to work more effectively with professionals in meeting the needs of children with disabilities. Activities planned to meet the project's objectives will be implemented in a cooperative manner with other agencies and organizations to avoid duplication of services and to identify gaps in service delivery. PARTICIPANTS/ACTIVITIES 1. Training workshops and seminars for parents of infants, toddlers, and youth with disabilities and individuals who work with them to: * Better understand the nature and needs of the disabling conditions of children with disabilities; * Provide follow-up support to parents of children with disabilities for the educational programs of their children; * Communicate more effectively with special and general educators and other relevant professionals; * Participate fully in educational decision making; * Obtain information about the range of options and resources available at the national, state, and local levels to children with disabilities and their families; * Understand the provisions for educating children with disabilities under IDEA. 2. Conduct orientation and outreach activities, and encourage dissemination of materials and existing state and national publications to parents and individuals and organizations that work with families of children who have disabilities. 3. Provide and expand outreach and services to historically under-represented parents and under-served populations to increase their participation. 4. Establish and maintain strong interagency coordination with those agencies and organizations that serve children with disabilities. 5. Develop programs of special activities focused on the unique needs of the Enterprise Community of Las Vegas, and devote substantial program resources to providing services to the residents of this community.

Grant Number: **H029M50005**

Parent Training and Information Center

Project Director: BISHOP, SHARON

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

UCP, OKLAHOMA
1917 N HARVARD
OKALAHOMA CITY, OK 73128
(405)681-9710

Purpose: Parents Reaching Out in Oklahoma has been supported by federal funds since 1986. The new 2000 Project will represent all ranges of disabilities and serve parents of infants, toddlers, children, and youth, with an emphasis on unserved and underserved minorities in rural and urban areas across the state. The mission of PRO-Oklahoma is to act as a bridge for parents of infants, toddlers and children with disabilities to develop peer partnerships to obtain the best possible services for their children. Toward this end, the program will assist parents to achieve the following: * Better understand the nature and needs of the disabling conditions of their children; * Provide follow-up support for educational programs of children with disabilities; * Communicate more effectively with special and general educators, administrators, related services personnel, and other relevant professionals; * Participate in educational decision-making processes, including the development of the Individualized Education Program for a child with a disability; * Obtain appropriate and current information about the range of options, programs, services, and resources available at national, state and local levels to assist infants, toddlers, children and youth with disabilities and their families; and * Understand the provisions for the education of infants, toddlers, children and youth with disabilities under the Individuals with Disabilities Education Act. Parent preparation will be provided by a series of training and information programs conducted throughout the State of Oklahoma in both formal and informal settings in a prompt, cost-effective manner, with parents of children with disabilities participating in all aspects of the program.

Grant Number: **H029M50006**

Parent Training and Information Center

Project Director: JACOBY, JANET

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

FAMILY NETWORK ON DISABILITIES
2735 Whitney Rd.
Clearwater, FL 34620-1610
(813)289-1122

Purpose: The Parent Education Network (PEN) Project of the Family Network on Disabilities of Florida, Inc., has had nine years of experience in providing information and training to families of infants, toddlers, children and youth with disabilities. The PEN Project has provided workshops on communication, evaluation, individual education plans, understanding the IDEA, transition, least restrictive environment, assistive technology, suspensions and expulsions, disabling conditions, and other related topics. From the inception of the project, more than 35,400 parents and professionals in Florida have received information, education, and training by attending PEN workshops, as well as information and support through individual assistance from the PEN Project. With this new grant, PEN will continue to train and inform parents throughout Florida on IDEA, empowering families to participate effectively for their children. The Family Network on Disabilities of Florida has targeted several communities for special outreach activities. These targets include the "Enterprise Communities" named by the Clinton Administration, as well as many communities that applied for, but did not gain, this designation. These communities are in need of special efforts to create awareness by the families of children with disabilities of their role in the special education process, the provisions of IDEA, and the services and options available to their children. PEN has already begun successful communication networks, identified persons to work with in these communities, and provides services in many of these areas, through its earlier project history.

Grant Number: **H029M50007**

Parent Training and Information Center

Project Director: Kunz, Debra

Beginning Date: Nov 1, 1995
Ending Date: Oct 31, 1997

Family T.I.E.S Network
830 S Spring Street
Springfield, IL 62704
(309)266-9597

Purpose: IDEAS Unlimited is a collaboration among parents, consumers, advocates, and professionals concerned with improving the education of students with disabilities in the State of Illinois. The mission of this project is to: create systems change through a comprehensive and culturally sensitive statewide system of parent empowerment, training, and support that focuses on individual families' roles in accomplishing that change; build upon and strengthen the current efforts of parents and people with disabilities in every region of the state; and build strength and accomplish statewide systems change through a broad coalition of parents, people with disabilities, and professionals representing every cultural, socioeconomic, and disability group in Illinois. This project will include a focus on the national framework for all states to reform traditional practices in general and special education, educational outcomes for students, removal of systemic barriers that keep students with disabilities from full educational opportunities, and full involvement of parents and adults with disabilities in planning and implementation at the state and local level.

Grant Number: **H029M50024**

Parent Training and Information Center

Project Director: FOREST, DEANNA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

R.I. PARENT INFORMATION NETWORK
500 PROSPECT ST
PAWTUCKET, RI 02860
(401)727-4144

Purpose: Education reform is paving a clear path for strong parental involvement. Informed, empowered parents will cooperate with teachers, administrators, community and business leaders in developing responsive schools, capable of preparing each student to meet the demands of adult life as a contributing citizen. Efforts focusing on enhancing the resources for students with disabilities to attain improved educational results must wholly include their parents in this process for any measure of success to be realized. This project will offer a comprehensive array of services and supports to parents of infants, toddlers, children, and youth with disabilities. The Pathways Project will: * Provide parents with information and training; and * Promote parental involvement and create opportunities for greater access to the educational system. Services and supports are designed to increase parental participation in the development of policy and ensure a stronger sense of personal empowerment as parents develop skills, secure resources, and form partnerships with other parents and educators on behalf of children who have disabilities.

Grant Number: **H029M50026**

Parent Training and Information Center

Project Director: RASKIN, JUDITH

Beginning Date: Jun 15, 1995
Ending Date: Jun 14, 2000

NEW HAMPSHIRE COAL
151 A MANCHESTER ST, BOX 1422
CONCORD, NH 03302-1422
(603)224-7005

Purpose: The Parent Information Center (PIC) is the designated Parent Training and Information program in New Hampshire. PIC serves children and adults with all disabilities of all ages, as well as individuals with disabilities and professionals who work with them and their families. Based on needs identified, and building on 18 years of experience in training parents of children with disabilities, PIC's new five-year project, entitled "Building Parent Empowerment," includes the following components. Services will be coordinated and delivered by the PIC central office in Concord and a satellite office in the North country, with eight Community Outreach Zones that encompass the entire state. These services include: INDIVIDUAL ASSISTANCE will be provided to individuals contacting the agency concerning disabilities, programs and services, parent support groups, parent/student rights, laws, resources, IFSP/IEP processes, and related topics, via telephone and mail. PRINT MATERIALS which are user-friendly will be provided to everyone who contacts the office requesting information. A quarterly newsletter will be published. Parents, students, and professionals may use the resources of the PIC library. WORKSHOPS will be conducted on current topics of interest, such as the special education process, state and federal laws, early childhood services, assistive technology, effective communication, preparing for transition, disability awareness, fathers' issues, and other topics identified by parents and professionals. The BUILDING FAMILY STRENGTHS program will prepare parents to provide follow-up support for their children's educational programs and strengthen the parent-child relationship. The EDUCATIONAL ADVOCATE TRAINING program is a trainer-of-trainers program that provides highly specialized training which results in a community network of trained Educational Advocate volunteers who will assist parents and professionals in obtaining appropriate special education services for students with disabilities in their local communities. Ongoing technical assistance will be provided to Educational Advocates to enable them to assist families, using the most up-to-date information and techniques. OUTREACH activities will be expanded in each geographic region of the state. These efforts will include traditionally underserved populations, such as culturally diverse families, people living in rural areas, and individuals who are economically disadvantaged. COLLABORATION with, and support to, family and disability organizations, state and local agencies, family support programs, parent-to-parent programs, early intervention programs, adult service agencies, state and local education agencies, and others on a local, state, regional, and national basis. It is anticipated that a minimum of 8107 individuals will receive training through this project. In addition, 50,000 pieces of material will be disseminated, and the newsletter will be sent to 16,000 individuals.

Grant Number: H029M50027

Parent Training and Information Center

Project Director: NOBBIE, PATRICIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

INTER-ISLAND PARENT COALITION
67 ST, SUGAR ESTATE PO BOX 11670
ST THOMAS, VI 00801
(809)772-9135

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: (1) parents of infants, toddlers, children, and youth with disabilities, and (2) people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: H029M50031

Parent Training and Information Center

Project Director: LANG, JENNIFER

Beginning Date: Dec 1, 1995
Ending Date: Dec 30, 2000

LEARN DISABILITIES ASSN OF HAWAII
200 N VINEYARD, SUITE 310
HONOLULU, HI 96817
(808)536-9684

Purpose: The Learning Disabilities Association of Hawaii (LDAH) was founded in 1968 to help children throughout the state who have learning disabilities. LDAH's long involvement with training and assisting parents has resulted in the agency's role as a prime referral for parents who need in-depth training. Since 1989, when LDAH was awarded its initial AWARE grant, LDAH has expanded its services to parents of children with the full range of disabilities, to parents of specific under-served populations, and to include the provision of direct parent-to-parent training throughout the State of Hawaii. Since 1989, more than 20,000 parents and professionals in Hawaii have received in-depth training and assistance from the AWARE Project. The geographic, cultural-ethnic, and socioeconomic characteristics of Hawaii create a unique set of challenges. There are populations which are isolated from information and support. Service resources vary greatly from island to island, creating a discrepancy in the programs offered to children (which are offered on the basis of resources, rather than need). In Hawaii, 78 percent of children with disabilities are served in special schools or classrooms, as compared with 55 percent in the nation. Additionally, parents experience problems with on-again, off-again eligibility for services when moving from one district to another. LDAH's five-year AWARE project will enable the organization to provide information, support, outreach and training to more than 4500 parents and professionals each year, using a regional model to better serve specific under-served populations (rural, cultural minorities, neighbor islands, and military families). AWARE services include training on basic rights and responsibilities under Public Law 101-476, all elements of Public Law 99-457, parent-professional collaboration, support groups, and resources.

Grant Number: H029M50034

Parent Training and Information Center

Project Director: KNIGHT, LEAH

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

FAMILIES HELP FAMILIES OF GNO
PROJECT PROMPT 4323 DIVISION ST, SUITE 110
METAIRIE, LA 70002-3149
(504)888-9111

Purpose: Project PROMPT expands on training, materials development, network and coalition building, and information dissemination started in September 1986 and continuing to the present. The project has successfully networked with Louisiana's State Department of Education's Office of Special Education Services, Louisiana's Council on Developmental Disabilities, Louisiana's Protection and Advocacy Office, statewide human health services, disabilities advocacy groups, key parent leaders from statewide parent groups, local consumer groups and service providers who continue to refer and identify new parents for services. PROMPT serves families on a statewide basis on all issues of IDEA, including transition stages and serving families of newly identified children who need basic introductory information on the educational process and the system's operations. On the basis of experiences, evaluations, and personal contacts with parents, Project PROMPT personnel have found that parents need: INFORMATION ON: * Special education laws and parent rights; * Transition issues; * Individual Education Program development and implementation. KNOWLEDGE OF: * Service systems; * Communication techniques; * Least restrictive environment. INCREASED EXPOSURE TO: * Successful programs; * Program support for students with severe disabilities; * Community awareness programs. UPDATES AND PRINTED MATERIALS ON: * Policies and procedures of state and local education agencies and the federal Office of Special Education Programs; * and on all of the topics listed above. PARENT/PEER SUPPORT NETWORKS to give assistance at the local level. SPECIFIC OUTREACH and training for traditionally under represented groups. To meet these needs, Project PROMPT will provide services for approximately 11,455 parents and professionals each year through basic workshops, advanced workshops, specialized workshops, telephone contacts and follow-up, individual assistance, and regional parent trainers. By using the Network of Regional Family Resource Centers, the project will place trainers in the unique (urban, rural, culturally diverse) communities, thereby providing more individualized and personalized outreach to parents and professionals in each region of the state. "The PROMPTer," a quarterly newsletter which reaches 6000 parents and professionals, will be used to present pertinent updated information.

Grant Number: **H029M50035**

Parent Training and Information Center

Project Director: WESTLAKER, CAROL

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

ARC, TENNESSEE
1104 TUSCULUM BLVD
GREENVILLE, TN 37745
(615)320-9339

Purpose: Prior to the award of this project, STEP had completed six years as the only parent training and information center in Tennessee. The new project will allow STEP to continue to provide training and information services to parents of infants, toddlers, children and youth with disabilities throughout the state. These services are designed to foster equal partnerships and encourage cooperation between parents and the professionals who work with their children. The new project continues STEP's current services, expands capacity to meet needs, and adds new methods and activities to address unmet needs. STEP has identified four broad areas of need in Tennessee: * The need for training for parents and other family members; * The need for information services and individual assistance; * The need for specific outreach to under-served and under-represented parents; and * The need for training and information for persons who work with parents. Meeting these needs represents the four goals of this STEP project. An outstanding feature of STEP's new project is the use of multimedia training technologies — video, audio, and cable television — to increase access to training and information, and to meet the needs of parents who cannot or do not make use of traditional training workshop models. STEP uses both direct training and a volunteer parent to parent model to assist parents in developing knowledge and skills. Trained Volunteer Video Presenters and Community Resource Volunteers across the state help to facilitate the development of local networks for support and information. In addition, strong efforts to maintain relationships with other disability and social service organizations and other parent groups facilitate efficient and cost-effective parent support and training. It is estimated that at least 14,000 Tennessee parents per year will be able to access STEP's services.

Grant Number: **H029M50036**

Parent Training and Information Center

Project Director: HAWKINS, CONNIE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

EXCEPT CHILDREN'S ASST CENTER
PO BOX 16
DAVIDSON, NC 28036
(704)892-1321

Purpose: The Exceptional Children's Assistance Center affirms the right of all individuals with disabilities to an appropriate education and other needed services and seeks to make that right a reality by providing information, education, and support to parents of children with special needs. ECAC has been providing services to parents in North Carolina since 1983. The following activities are included in ECAC's new federal project for the coming five years: 1. ECAC will continue the services it has been providing to families, including the lending library, quarterly newsletter, individual assistance, information packets, and information and referral services. 2. ECAC will continue to provide parent education workshops dispersed throughout the state. Workshop topics will include: parents' rights; IEP development; communication skills; preschool; transition; inclusion; assistive technology; surrogate parenting; and leadership. 3. Since the federal Goals 2000 legislation calls for the involvement of parents of children with disabilities, ECAC is expanding its leadership training program to give parents the knowledge and skills necessary to participate effectively on both state and local Goals 2000 Committees. This training will also be expanded to help parents participate on local and state interagency coordinating committees and advisory boards. 4. ECAC proposes to continue and expand services to reach families in North Carolina by means of a flexible information and training program that offers: * Training materials in Spanish, low reading level, on video and audio; * Materials that feature and respond to the needs of individuals from diverse backgrounds, including ethnic, rural, and urban variations; * A video workshop program that can be used by families in their own homes or in small groups; * Continued development and support of multicultural parent groups; and * Expanded cooperation with other agencies serving under-represented families, such as programs for migrant workers and refugees, local housing authorities, Head Start, International House, and others.

Grant Number: **H029M50038**

Parent Training and Information Center

Project Director: Thieme, Louise

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

PARENT ED NETWORK
333 East 7th Avenue
York, PA 17404
(717) 845-9722

Purpose: The Parent Education Network is a statewide coalition serving all disability groups in Pennsylvania. PEN provides statewide coverage, including three areas designated as Enterprise Communities: Harrisburg and Pittsburgh (Urban Enterprise Communities) and Loch Haven (a Rural Enterprise Community). This new project will target outreach activities in these areas to reach parents in need of its services. Between 1995 and 2000, PEN will provide the following services to parents of infants, toddlers, children, and youth with a full range of disabilities. The project will maintain its central office and regional office, and will establish two additional regional offices to serve parents of children in early intervention and school-aged programs. Emphasis will be on unserved, under served, unaffiliated, and minority parents, parents of children with children who have serious emotional disturbance, and parents residing in Enterprise Communities. PEN will provide ongoing statewide outreach through the distribution of the PENews, dissemination of information through the public library system, news articles, cable TV, Home Extension Service, radio and TV spots, community activities, and conferences. At least 6000 outreach contacts will occur per year. Basic information on the IDEA, as amended, its relationship to the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Improving America's Schools Act, Title I, Head Start, the Carl D. Perkins Vocational and Applied Technology Education Act, the Rehabilitation Act as amended, and Pennsylvania Standards and Regulations, least restrictive environment, integration, continuum of placements, IFSP/IEP development, transition from early intervention to preschool/to school and to work. Basic workshops assist parents in effectively participating with professionals in the development of early intervention and special education programs. At least 500 to 800 parents and professionals per year will participate in workshops. At least eight specialized training events will be offered per year, for at least 400 parents per year. This training helps parents to learn from other parents and to expand their skills in working cooperatively with local agencies, service providers, and systems. PEN will sponsor at least four workshops to recruit and train at least 20 to 30 parents each year and will offer four advanced training sessions for at least 20 to 30 support parents per year. PEN will continue to identify support parents in Enterprise Communities. Statewide and regional individual assistance to at least 4500-6000 unduplicated parents and professionals per year, contacting PEN by phone or mail. Information will be furnished in Spanish, English, V/TDD, and alternative formats (braille, large print, audiotape). PEN will continue to work cooperatively and extensively statewide and locally with professionals and systems by sharing parent perspectives, continuing to serve on task forces and advisory boards to participate in statewide planning, and in providing workshops to foster more effective communication and networking. Training for 100 to 200 parents/professionals and staff attendance in at least 50 to 100 parent/professional cooperative activities per year is planned. Expand cultural and language sensitivity training, information, and technical assistance to minority parents, using community resources and native languages with emphasis on the African American, migrant, Hispanic/Latino communities and inner city regions. Staff will provide direct assistance, consultation, referral, and support to parents in three regional areas that are rural, urban and/or metropolitan. Offices in the northwest and northeast will be located in rural areas of high poverty and unemployment, with unserved and minority populations.

Grant Number: **H029M50040**

Parent Training and Information Center

Project Director: Schlesinger, Karen

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

RESOURCES FOR CHILDREN-SPEC NEED
New York, NY 10003

Purpose: Resources for Children with Special Needs, Inc. is a comprehensive nonprofit source of help in New York City for parents of children from birth to age 21 who have learning, developmental, emotional, or physical disabilities and the professionals who work with them. This work includes information and referral, case management and support, individual and systemic advocacy, parent and professional training, library and information services, and vigorous outreach to underserved families and children. The goal is to ensure that all children with disabilities and their families or caregivers in New York City have access to and receive the full range of programs and services that can benefit them and to which they are entitled. This is a five-year project. During the first year, its objectives are to: 1. Conduct outreach and disseminate information to 25,000 parents and professionals, with a focus on reaching unserved and underserved poor and minority parents, including 1000 of those among the 200,000 residents in designated Empowerment Zone communities in New York City: West, Central, and East Harlem and Washington Heights in Upper Manhattan, and the residential/industrial area around Yankee Stadium in the South Bronx. 2. Provide a minimum of 3700 parents of children with disabilities and professionals who work with them (20 percent of whom are from Empowerment Zones) with information, referral, case management, support, advocacy, follow-through and follow-up to enable parents to participate more effectively with professionals in meeting the educational and related needs of their children. 3. Provide training in English and Spanish to a minimum of 1650 parents of children with disabilities — 70 percent of whom are expected to be members of minority groups — and the professionals who work with them, to improve parent/professional partnerships and better meet the educational and related needs of these children. 4. Expand and maintain an up-to-date city-wide computerized information system and library on all services, programs, and entitlements needed by infants, toddlers, children, youth, their parents, and the professionals who work with them, in order to provide immediate and comprehensive information; develop and disseminate English/Spanish publications and directories; and develop a marketing plan for information services. 5. Consult and network with appropriate national, state, regional, and local agencies and organizations that serve or assist New York City's infants, toddlers, children, and youth with disabilities and their families.

Grant Number: **H029M50041**

Parent Training and Information Center

Project Director: JOHNSON, DEBORAH

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

IDAHO PARENTS LTD
4996 OVERLAND RD, # 478
BOISE, ID 83705
(208)342-5884

Purpose: This project addresses the continuation and expansion of activities of the Idaho Parents Unlimited, Inc. (IPUL) Parent Education and Resource Center for Idaho families who have children and youth with disabilities. For the past six years, IPUL has successfully provided training, technical assistance, information and support to more than 5000 Idaho families per year through its earlier federal grants. This new project will build on the services currently provided locally, regionally, and statewide by the IPUL Parent Education and Resource Center and the established IPUL statewide network of identified parent contacts and parent groups. In order to facilitate information and education services to families at the local and regional levels, the project will continue to employ seven IPUL Parent Education Coordinators. These coordinators, who are parents of children and adolescents with disabilities, will be trained on legal rights and responsibilities under relevant federal and state laws and will be located throughout the seven regions of the state, and will be responsible for providing regional outreach to all families of children and youth with disabilities (including families from historically under-represented groups) in their designated areas — with strong support from the project's Central Office. The regional parent education coordinators will convene regional parent advisory councils in order to assure local/rural parent input on educational options, and will provide opportunities for local/rural families to participate in determining their own educational needs. In addition, each parent education coordinator will identify four volunteer resource parents per region, per year, who will receive 12 hours of training on legal rights and responsibilities under applicable federal and state laws, effective communication techniques, support group dynamics, parental participation in the IEP process, local resources and disability information. These trained volunteer resource parents will assist the parent education coordinators in arranging and providing information and training in each local area. The benefits of the volunteer resource parents arrangement are two fold: (a) families in rural Idaho will have personal contact with other knowledgeable parents of children and adolescents with disabilities and be able to receive information and assistance at convenient locations; and (b) 28 additional parents will gain a better understanding of the service systems, will be more capable of obtaining appropriate services for their own children, and will develop leadership potentials. The Central Office will identify, retrieve, house, and disseminate pertinent information to parents and parent support groups across the state and will be staffed by a Project Director, a State Education Coordinator, an Office Coordinator, and a Conference Coordinator. By developing training and information materials; presenting at workshops, conferences and meetings; providing information, assistance and training to the parent education coordinators across the state; and providing ongoing education opportunities to parents in Idaho, the Central Office will act as the hub of learning activities for children with disabilities. By keeping parents apprised of the latest disability updates, conference information and dates, new laws and legislation, and updates on available services, parents will be more self-reliant and feel less isolated.

Grant Number: **H029M50044**

West Virginia Parent Training and Information Center

Project Director: Haberbosch, Patricia

Beginning Date: Apr 1, 1996
Ending Date: Aug 31, 2000

West Virginia Parent Training
371 Broaddus Avenue
Clarksburg, WV 26301
(394)624-1436

Purpose: Education reform is paving a clear path for strong parental involvement. Informed, empowered parents will cooperate with teachers, administrators, community and business leaders in developing responsive schools, capable of preparing each student to meet the demands of adult life as a contributing citizen. Efforts focusing on enhancing the resources for students with disabilities to attain improved educational results must wholly include their parents in this process for any measure of success to be realized. This project will offer a comprehensive array of services and supports to parents of infants, toddlers, children, and youth with disabilities. The Pathways Project will: * Provide parents with information and training; and * Promote parental involvement and create opportunities for greater access to the educational system. Services and supports are designed to increase parental participation in the development of policy and ensure a stronger sense of personal empowerment as parents develop skills, secure resources, and form partnerships with other parents and educators on behalf of children who have disabilities.

Grant Number: **H029M60007**

Parental Information and Resource Center

Project Director: Jones, Lois

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 2001

Parents Helping Parents
594 Monterey Boulevard
San Francisco, CA 94127
(415)841-8820

Purpose: This project proposes to improve and expand an existing parent training and information center that provides services to the full range of disabilities and incorporates support, outreach, advocacy, information and referral services, training and one-on-one assistance to parents about their basic rights and responsibilities under IDEA.

Method: The project intends to improve the quality of training provided to families of children and youth with disabilities to increase parents' knowledge and understanding of the child's disability. The project will: provide assistance to parents to support their child's education and to gain access to education-related services; help parents develop communication and advocacy skills relating to services for their child; help parents gain the skills to gain access to the full range of services and resources available to them and their child, resulting in a parent support network; and the project will encourage and facilitate effective parent-professional collaborations to help improve services for children and youth with disabilities.

Grant Number: **H029M60011**

Parent Training and Information Center: American Samoa Network for Parents of Children with Disabilities

Project Director: Penitusi, Faanati T.

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1998

American Samoa Parent Network
P.O. Box 3432
Pago Pago, 96799
(684)633-1323

Purpose: The American Samoa Network for Parents of Children with Disabilities will establish a parent training and information center, the first in American Samoa.

Method: During the first year of operation, the center will be established, personnel will be hired, and basic information resources will be purchased. The project director and board of directors will determine the initial focus of training and the selection of information resources based on parent needs and interests determined through interviews and surveys. A series of parent training workshops will be conducted and information and referral to various service providers will be available for parents who come to the center on an individual basis. A library of informational resources for parents, professionals, and others in the community will be developed at the center. Information will be adapted and translated into the Samoan language during the first year of operation.

Grant Number: **H029M60013**

Kentucky Special Parent Involvement Network: A Parent Training and Information Project

Project Director: Logsdon, Paulette

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

KY-SPIN, Inc.
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502)456-0923

Purpose: The purpose of the Kentucky Special Parent Involvement Network (KY-SPIN) is to provide training and information to parents of children with disabilities through a statewide regional model of "Parents Training Parents" on the issues of laws, rights and responsibilities, listening and communication skills, and understanding the nature of their children's disabling condition. The ultimate goal of the project is to provide parent swith knowledge, skills, information, and support so they may obtain increased and improved services for their children.

Method: During the grant cycle, SPIN will conduct seven levels of service in its parent training project: public information and dissemination activities, basic training workshops, specialized trainings, trainings and support to minority or underrepresented parents, training of trainers, individual information and assistance, and development of parent/professional partnerships.

Grant Number: **H029M60020**

Parent Training and Information Center

Project Director: Espada, Anna

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2001

Advocates for Children of New York
24-16 Bridge Plaza South
Long Island City, NY 11101
(718)624-8450

Purpose: This project intends to assist and enable New York City parents of disabled children, particularly minority Spanish and Haitian-Creole-speaking parents, and persons who work with them to master information and negotiate systems in order to secure the educational opportunities their children require.

Method: Parents of children with disabilities will participate in special education training. Ninety percent of these parents will be minorities, particularly Spanish- and Haitian-Creole-speaking parents. The training will enable these parents to communicate effectively with educators, administrators, and other professionals, to participate fully and effectively in all educational decision making for their children, and to obtain and understand information on the full range of programs and services in general and special education and to assess the appropriateness of these services for their children. The project will also encourage the participants to form a network of parent groups for support.

Grant Number: H029M60022

Parents are Experts: Parents Training Parents

Project Director: Wilson, Martha

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

United Cerebral Palsy of Detroit
23077 Greenfield, Suite 205
Southfield, MI 48075-3745
(810)557-5070

Purpose: The "Parents are Experts" project of the United Cerebral Palsy Association (UCP) of Metropolitan Detroit is a parents-training-parents project intended to advance the independence of people with disabilities and to promote opportunities for self-determination and inclusion of people with disabilities into the community.

Method: "Parents are Experts" will provide basic workshops to parents on the services available through the project and other supports available through UCP/Detroit, giving in-depth training using the parent-training-parent model, where parent volunteers will provide other parents with intensified assistance and information on disability issues and on community agencies that can be of assistance. The project will initiate special outreach programs for underserved and underrepresented populations.

Grant Number: H029M60024

Parent Training and Information Centers

Project Director: Selles, Carmen

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

Asociacion de Padres pro Bienesta
Ninos Impedido de PR, Inc. (APNI
P.O. Box 21301
Rio PiedraS, PR 00928-1301
(809)763-4665

Purpose: This project intends to train parents of infants, toddlers, children, and youth with disabilities in Puerto Rico to better understand the nature and needs of their children's disabilities, to provide follow-up support for the educational programs of their children, to communicate more effectively with educators, and other professionals, to participate fully in education decision-making, to obtain information about the range of options, programs, services, and resources available for children with disabilities and their families, and to better understand IDEA.

Method: The Asociacion de Padres Bienestar de Ninos Impedidos de Puerto Rico (APNI) will provide individualized assistance to parent, will produce and disseminate information, will conduct workshop/training sessions for parents, will host a conference for parents and other stakeholders, and will offer leadership training for volunteers to assist and support parents/family members in their own communities.

Grant Number: **H029M60026**

Colorado Parent Training and Information Project

Project Director: Martz, Judy

Beginning Date: Aug 15, 1996
Ending Date: Aug 14, 2001

PEAK Parent Center, Inc.
6055 Lehman Dr. 101
Colorado Springs, CO 80918
(719)531-9400

Purpose: This project is one of a group of projects that support parent organizations for the purpose of providing training and information to parents of infants, toddlers, children, and youth with disabilities, and to people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's educational programs; (3) communicate more effectively with professionals; (4) participate fully in educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

Grant Number: **H029M60028**

Parent Training and Information Center

Project Director: Blades, Carol

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

Special Education Action Committee, Inc.
P.O. Box 161274
Mobile, AL 36616-2274
(334)478-1208

Purpose: This project, a continuation of the Special Education Action Committee (SEAC), will continue to provide parent training and information to give parents of children with disabilities the needed support and assistance to realize the IDEA guarantees in their lives.

Method: The SEAC will provide individual and technical assistance, training workshops and conferences on issues in special education, outreach to hard-to-reach families via training videos, and a community-based outreach network to meet the needs of parents within their own communities.

Grant Number: **H029M60029**

SPIN (Special-Needs Parent Information Network)

Project Director: Lachance, Janice

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

Maine Parent Network
2 E. Mechanic Street
Gardiner, ME 04345
(207)582-2545

Purpose: This project is a continuation of the Maine Special-Needs Parent Information Network (SPIN), a statewide parent training and information center. It will continue to offer training, information, networking, and collaboration, serving parents, family members, teachers, other eudcation and health care professionals, and the general public.

Method: Project activities will focus on assisting parents in improving their understanding of the nature of disabilities and the needs of people with disabilities, in accessing information about the range of programs, services and resources available to families; and in increasing their knowledge about laws on the education of children with disabilities. SPIN will provide its services to people in the communities where they live with one-on-one support and community support groups. It will provide workshops and information and referral across Maine. It will provide lists of parents who are available for information and assistance and it will foster development of parent support groups, particularly among parents from minority groups. A particular concern will be to increase services to parents and families who are members of minority populations.

Grant Number: **H029M60036**

Northern California Parent Network

Project Director: Peterson, Mary-Ellen

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2001

Parents Helping Parents, Inc.
3041 Olcott Street
Santa Clara, CA 95054
(408)727-5775

Purpose: This project, the Northern California Coalition, the designated parent training and information program in Northern California, will continue provide information, resources, training, and support to parents, students, and professionals to enhance the educational experience for youth with disabilities.

Method: This five-year project intends to increase the capacity of community-based parent groups to provide information and training to provide parents, especially minority parents, to know their rights and protections under IDEA and to understand the nature of disabilities, the need for accommodations and special education to achieve educational goals, and for them to acquire the knowledge and skills needed for effective participation in educational planning. The project will strengthen the network of parent leaders who provide information and training for other parents in their communities throughout Northern California.

and it will provide parents and those who work with them information and training to advance the education of students in the least restrictive environment.

Grant Number: H029M60037

Nebraska Parents' Information and Training Center

Project Director: Wallert, Peggy

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

Greater Omaha Association for People with Mental Retardation
and Other Developmental Disabilities
3610 Dodge Street, Suite #101
Omaha, NE 68131
(402)346-5220

Purpose: This project, the Nebraska Parents Center, intends to continue meeting the needs of the population of the state of Nebraska by providing services tailored to meet rural, urban, and minority families across the state whose children have a wide range of disabilities. The mission of the Parents Center is to enhance the educational opportunities of these students by enabling their parents to participate more fully and effectively in the educational process and to support the educational process at home.

Method: The project will maintain an information and resource delivery system covering special education and disability related topics. It will offer parent workshops on their rights and on available educational resources and it will offer specialized training in a variety of disability-related areas and it will provide parent-to-parent networking. All the activities of the project are intended to assist parents better understand the nature and needs of their children, to be able to communicate more effecitvely with educators, administrators, and other professionals, and to participate directly and in an informed manner in the education of their children.

Grant Number: H029M60039

Central California Parent Training and Information Center

Project Director: Karian, Marion M.

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2001

Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209)229-2000

Purpose: This project proposes the creation of a rural and multicultural parent training and information center to serve familes of children with disabilities who live in a rural, and ethnically and linguistically diverse region of Central California, with many of the families also living in poverty.

Method: The family resource network developed by this project will link together existing resource centers to create multi-ethnic and multi-lingual training teams in each county within the area to provide support, training, and information to parents of children with disabilities through individualized assistance and formal training.

Grant Number: **H029M70002**

Parent Training and Information Center

Project Director: Chute, Christine

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Parent Training and Information Project (PTI)
999 Locust St. NE
Salem, OR 97303-5299
(503)371-6656

Purpose: This project proposes to enhance special education in Oregon by educating and empowering parents of children with disabilities to participate as equal partners in the educational processes affecting their children. The project would address this goal through six models: training, support/networking, materials development, public education, interagency collaboration, and information and referral. The central project office will continue to use parent consultants to provide workshops to parents, volunteers, and other professionals. A parent-to-parent support network will be established, matching "veteran" parents with those of newly diagnosed children with special needs. Project information will be disseminated by means of newsletters, conference presentations, and expansion of networking, including electronic means.

Grant Number: **H029M70003**

Parent Training and Information Project

Project Director: Prescott, Nancy

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Connecticut Parent Advocacy Center, Inc.
5 Church Ln.
East Lyme, CT 06333-0579
(860)739-3089

Purpose: The Connecticut Parent Advocacy Center project intends to build upon existing projects to enable parents in Connecticut to participate more effectively with professionals in meeting the educational needs of their infants, toddlers, children, and youth with disabilities. The project will increase its training and information services for parents via workshops and individually, to include them more fully in the educational decision-making processes for their children and in their children's successful transitions from birth to adulthood.

Grant Number: **H029M70004**

Parent to Parent Training Project

Project Director: DesJardins, Charlotte

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Family Resource Center on Disabilities
20 East Jackson Blvd. Rm 90
Chicago, IL 60642-2208
(312)939-3513

Purpose: The Family Resource Center on Disabilities works in the state of Illinois (particularly in the Empowerment Zone of Chicago and in the Enterprise communities of Springfield and East St. Louis) to provide information/referral/linkage, training sessions in house and at community locations, and a training program for parents and other volunteers to become community trainers and advocates.

Method: The project provides consultation and technical assistance to participants as well as monitoring and evaluation of trainer/training activities to assure quality training during and after the training period. It will implement a special outreach program designed to reach minority populations and newborn, newly diagnosed children with special needs.

Grant Number: **H029M70005**

Training Personnel for the Education of Individuals with Disabilities Program

Project Director: Eaddy, Mary S.

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2002

Parent of Parent Reaching Out to Parents of SC, Inc. (PRO-Parents)
2712 Middleburg Dr. Suite 102
Columbia, SC 29204-2415
(803)779-3859

Purpose: Parents Reaching Out to Parents of South Carolina intends to strengthen and broaden current programs of effective parent training and advocacy. The project will assist parents and other professionals in South Carolina to better understand the nature and needs of children with disabilities and provide them follow-up support. It will train parents to communicate more effectively with special and regular educators, related services personnel, and other professionals, and it will assist parents in participating fully in the educational decision-making processes, including the development of the individualized education program. Parents will learn about the range of options, programs, services, and resources available at all levels for children with disabilities and their families. The project will also assist parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act.

Grant Number: **H029M70006**

PATH Project

Project Director: Meyer, Janice S.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Partners Resource Network, Inc.
1090 Longfellow Dr.
Beaumont, TX 77706-4189
(409)989-4684

Purpose: The proposed project is designed as a continuation and expansion of the PATH Project, a statewide parent training and information center in Texas for children of all ages with disabilities. The overall purpose is to assist parents to better understand their children's disabilities and to more effectively fulfill their roles and responsibilities.

Method: Parent empowerment and leadership development will be key elements in the project's work with parents. Training and education will be provided, as will information, referral, and technical assistance, and a statewide conference will be held. The project will also facilitate the activities of 20 regional coalitions and an advisory committee and will provide financial and technical assistance to minority parent support groups in Enterprise Communities and Empowerment Zones.

Grant Number: **H029M70007**

Parents Let's Unite for Kids

Project Director: Kelker, Katharin A.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2002

Parents Let's Unite for Kids
1500 North 30th Street
Billings, MT 59101-0298
(406)657-2055

Purpose: This project intends to provide parents of children with disabilities with information about their rights and to offer training in communication and other skills to help them participate more effectively with school personnel in developing Individualized Education Programs. It will develop new methods for conveying information to parents, including videos for home use.

Method: The project will present training workshops on special education law, terminology, and techniques; transition planning; and best practices for inclusive education. Special emphasis will be placed on conflict resolution techniques to resolve special education disputes. Outreach specialists will inform previously unserved or underserved families, particularly families in rural locations and on Montana's seven Indian reservations. The project will train and support volunteers on the reservations and in Montana's five service regions using the trainer-of-trainers model.

Grant Number: **H029M70008**

Family T.I.E.S. Network

Project Director: Kunz, Debra K.

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 1998

Family TIES Network, Inc.
830 South Spring St.
Springfield, IL 62704-2618
(217)544-5809

Purpose: This project continues the Family T.I.E.S. Network, a statewide parent training and information center. It provides culturally competent training and information, technical assistance, and advocacy services to families of children, in order to increase their ability to obtain quality, inclusive education services for their children.

Method: The project seeks to enhance the effort to build on the strength of families and to unify them as they advocate for meaningful change in the way education serves students from diverse backgrounds, and also in removing the barriers which prevent students from achieving equal participation and reaching their full potential. The state support center provides the hub for the statewide organization, consisting of 12 regional support centers in every geographical and cultural region of Illinois.

Grant Number: **H029M70010**

Families Together Inc.

Project Director: Gerdel, Patricia S.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

Families Together Inc.
501 Jackson Street, Suite 400
Topeka, KS

Purpose: The centers set up under Families Together offer parent assistance in various facets of disabilities, from questions about rights to referrals to support systems. Parent Networking Conferences provide the opportunity for parents to know other parents and gain information regarding appropriate services for their child from preschool through transition to the workplace.

Method: In addition to continuing the services mentioned above, Families Together will provide workshop training to parents across Kansas and increase the number of workshops offered. Workshop topics include: early childhood services, preschool options, school age-services, transition to the workplace, and understanding and accessing state and federal financial aid programs.

Grant Number: **H029M70012**

Project Adobe

Project Director: Van Curen, Sallie A.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2002

Parents Reaching Out to Help
10008 Main St. N.
Los Lunas, NM 87031-4820
(505)865-3700

Purpose: Project Adobe is a statewide parent training and information project crossing geographic, cultural, ethnic, age, and diagnostic boundaries. The project intends to expand its network of community-based advocates to assist local families in negotiating the educational system. It provides technical assistance and support to advocates, families, and educators — individually and through conferences and workshops. The goals of Project Adobe focus on the whole child within the context of his or her family.

Grant Number: **H029M70016**

Support for Families of Children with Disabilities Parent Training and Information Center

Project Director: Duenas, Juno

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

Support for Families of Children with Disabilities
2601 Mission St
San Francisco, CA 94110
(415)282-7494

Purpose: The project, a parent training and information center, will enable parents of children with disabilities to increase their knowledge about their child's disability, to better communicate with professionals, and to participate directly in the educational decision-making process for their children.

Method: The project will provide information and resources through its multilingual library, information packets, resource guides, and newsletter. It will provide training to parents through multilingual workshops on issues such as Individualized Education Programs and communicating with professionals. Volunteers will be trained to become parent mentors and continue the support services of the project. Individualized guidance will also be provided by a community resource parent.

Grant Number: **H029M70018**

Parents Training Parents

Project Director: Pratt, Sue; Strong, Patrick

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Citizens Alliance to Uphold Special Education
3303 West Saginaw, S
Lansing, MI 48917-2303
(517)886-9167

Purpose: The Citizens Alliance to Uphold Special Education (CAUSE) is a coalition of organizations that represent consumers of special education services. CAUSE provides information and training to parents of children with disabilities across the state of Michigan. CAUSE provides several kinds of parent workshops that give basic information about rights and responsibilities, communication skills, IEP participation, an overview of Section 504 of the Rehabilitation Act, and transition rights. It also presents more in-depth workshops on parent and professional collaboration and effective transition plans, and it provides training for parents who want to work with and for other parents. CAUSE staff and volunteer parent trainers provide information and technical assistance to families and professionals over the phone, and staff and invited experts provide the volunteer trainers with two training weekends to improve their skills. The project will disseminate information about programs for children with disabilities and project services across the state to parents, professionals, and others by a variety of techniques.

Grant Number: **H029M70020**

Project SPAN: Empowering Families and Building Bridges

Project Director: Autin, Diana M.

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2002

Statewide Parent Advocacy Network
35 Halsey Street
Newark, NJ 07102-0000
(201)642-8100

Purpose: The project will continue and expand on the existing New Jersey statewide Parent Training and Information Center to develop parents' skills and to form collaborative relationships between parents and professionals to secure appropriate services for children with disabilities. Parents will learn about the full range of services and resources available and will learn to participate fully in the educational decision-making process for their children. The project will provide training, information, and technical assistance and support to families in New Jersey, with a focus on traditionally underserved families of color and those whose first language is other than English. It will also assist professionals in gaining the skills and knowledge to work collaboratively and effectively with families.

Grant Number: **H029M70023**

Metropolitan Parent Training and Information Center

Project Director: Lash, Richard M.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Sinergia, Inc.
15 West 65 St. 6th Floor
New York, NY 10023
(212)496-1300

Purpose: This project seeks to expand the existing Metropolitan Parent Training and Information Center (MPTIC) to a full funding level. With an enhanced staff, the Metropolitan PTIC will be able to expand and intensify the opportunities for parents in unserved and underserved minority families to acquire training and information, and to receive support to develop the necessary confidence and skills to effectively apply the knowledge. Through this new program, the center will offer group training sessions on issues of education, special education, and related services to minority families. It will provide the opportunity for individual consultation for parents with service coordinators, an attorney, and an educational consultant. Parents will be offered opportunities to participate in neighborhood or borough parent groups or to create their own with the support of technical assistance from the Center. The PTIC will serve as the umbrella for the various parent services offered throughout the community.

Grant Number: **H029M70024**

Parent Training and Information Project of the Utah Parent Center

Project Director: Post, Helen W.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2002

Doorways Alliance Utah Parent Center
2290 East 4500 South #110
Salt Lake City, UT 84117-0000
(801)272-1051

Purpose: The Utah Parent Center utilizes a parent-to-parent model designed to address the various needs of parents of children with disabilities. The project will: conduct training workshops and conferences; provide individual training, referral, and support by telephone, mail, or in person; conduct orientation and outreach activities; and establish collaboration, coordination, and communication with agencies and organizations targeted to parents and professionals in order to serve families and children with disabilities. Through the project, parents will better understand the nature and needs of their children; be able to provide follow-up support for the educational programs of their children; communicate more effectively with educators, administrators, related services personnel, and other professionals; participate fully in the decision-making processes; and obtain information about the range of options, programs, services, and resources available at all levels for their children.

Grant Number: **H029M70032**

Inclusive Education Partnership's Parent Training Information Center

Project Director: East, Katheryn A.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

Inclusive Education Partnership
1011 W 19th St.
Cedar Falls, IA 50613-3609
(319)277-8362

Purpose: The project intends to develop and maintain a parent training and information center to provide parents with access to information and support to allow them to participate as equal team members in the decision-making and follow-up process in their children's education. As a result of the project, parents will better understand the challenges, become familiar with the range of services available, and become aware of how to use relevant educational laws. The project will meet these goals by means of information dissemination, including electronic and print; an annual conference and various workshops on communication skills, parents' rights and responsibilities under state and federal law; and the creation of a network of parent mentors. It will also develop collaborative relationships with existing agencies and support them in designing policies, procedures, and publications to encourage parental and student participation in educational decision-making for the child with disabilities. It will also establish a pilot site in which parent-agency practices can be seen in action.

Grant Number: **H029M70034**

Grassroots Consortium on Disability Parent Training and Information Center

Project Director: Johnson, Agnes

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

Special Kids, Inc.
PO Box 61628
Houston, TX 77208-1628
(713)250-5469

Purpose: The Grassroots Consortium on Disability Parent Training and Information Center will expand the work of 15 Grassroots Consortium community-based, parent-directed programs and benefit the diverse constituencies they serve. Each program represents and provides culturally and language-appropriate training, information, and support services to parents and youth with disabilities in unserved or underserved rural and urban communities, and to parent advocates, so that families can become active decision makers in the education of their children.

Method: The project will disseminate needed information for these families and will provide training and support for them. The consortium will be strengthened as a resource for these families and for the providers serving them by strengthening and empowering the Parent Training and Information Center even as it strengthens and empowers families.

Grant Number: H029M70038

Absolute Priority: Parent Training and Information Centers

Project Director: Jones, Dale D.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Arkansas Disability Coalition
3920 Woodland Heights
Little Rock, AR 72212-0000
(501)221-1330

Purpose: This project intends to continue and expand the activities of the Arkansas Parent Training and Information Centers to assist parents in participating actively in their children's educations.

Method: Using technology and outreach services, the project will inform parents and individuals with disabilities about their range of options for early intervention, transition, and educational services, and the programs and resources available at the state and national levels. Training and dissemination of information will occur at each of the three main parent centers and at an annual conference.

Grant Number: H029M70039

Parent Training and Information Centers

Project Director: Hinojosa, Yvette

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

Texas Fiesta Educativa
1017 N. Main Ave., Suite 207
San Antonio, TX 78212-0000
(512)471-7255

Purpose: This project will improve and expand an ongoing parent training and information center in Texas. Through the development and adaptation of training materials, workshops, and an annual conference, the project will meet its goals: to further the development of a support network for Hispanic families and their children with disabilities; to increase self-advocacy measures; to improve communication and cooperation between Hispanic families and service providers; to enhance the decision-making abilities of Hispanic parents; and to build collaborative partnerships with various disability groups.

Grant Number: **H029M70040**

Parent Training Information Center

Project Director: Heizman, Cathy

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Child Advocacy Center
1821 Summit Rd, Suite 303
Cincinnati, OH 45237
(513)821-2400

Purpose: This project, the Child Advocacy Center, is a training and information center for parents of children with special education needs, serving the Cincinnati, Ohio area since 1977. The project intends to continue its services, including training parents in their rights and responsibilities, conducting community outreach activities, producing a newsletter, providing personal assistance to individuals attempting to access the educational system or provide appropriate services to children and youth with disabilities, and acting as a community resource in helping to mold public policy by advocating for them at the regional and state levels.

Grant Number: **H029M70041**

Latino Parent Training and Information Center

Project Director: Rodriguez-Sullivan, Maria E.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

National Center for Latinos with Disabilities, Inc.
1921 N. Blue I
Chicago, IL 60608-3014
(312)666-3893

Purpose: The project seeks to continue the work of the National Center for Latinos with Disabilities (NCLD), the only consumer-based advocacy organization and culturally and linguistically appropriate training center for Latinos with disabilities and their families in the state of Illinois.

Method: The NCLD will assist Latino persons with disabilities and their families in promoting equal participation for them in society and in educational environments in an independent, self-sufficient, and meaningful manner. The Center will empower this population not only through the training offered at the center in Chicago but by building and coordinating a statewide program of workshops for Latino communities.

Grant Number: **H029M70044**

Parent Training and Information Center

Project Director: Burley, Margaret

Beginning Date: Jul 16, 1997
Ending Date: Jul 15, 2002

Ohio Coalition for the Education of Children with Disabilities
933 High St., Suite 106B
Worthington, OH 43085-4072
(614)431-1307

Purpose: The Ohio Coalition for the Education of Children with Disabilities proposes to provide parent information and training services for parents and families of infants, toddlers, children, and young adults with disabilities throughout Ohio; to inform professionals who serve these parents; and to promote awareness of disability issues in the general public. It will disseminate information via a newsletter and press releases to other print media and through its outreach services. It will provide statewide training to parents by means of annual workshops. It will offer both inservice and preservice sessions for professional and parent/educator partnership training. Finally, it will recruit resource and training leaders from diverse parent organizations across the state and train leaders to provide continuing assistance.

Grant Number: **H029M70046**

Parents Educating Parents

Project Director: Shepard, Linda

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

Parents Educating Parents
5701 Mableton Parkway, Suite 3-G
Mableton, GA 58069-7473
(770)732-1122

Purpose: The Parents Educating Parents Project intends to continue its goal of training parents to better meet the needs of their children who have disabilities and to expand to keep pace with changing laws, families' needs, and an ever-changing society. Services include workshops, individual assistance with educational problems, information and referral, newsletters, lending libraries, parent-to-parent support, and other information.

Method: The project intends to strengthen the collaborative roles among parents of children with disabilities in the Georgia education system; it will assist these parents and professionals in communicating and participating fully in the educational process. It will do this by formulating training materials to be distributed by mail or in workshops and conferences which respond to specific parent needs. It will improve services to hard-to-reach areas by establishing community outreach centers and it will create materials and develop workshops to address concerns for violence and abuse in schools relating to children with emotional and behavioral disabilities.

Competition 84.029P: Experimental Parent Training Centers

Grant Number: **H029P50004**

Creating Opportunities for Parent Empowerment Coalition Experimental Parent Training Center Project

Project Director: HOWARD, CHARLENE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

COPE
300 I St., NE
Suite 209
WASHINGTON, DC 20002
(202)543-6482

Purpose: The COPE Coalition of the District of Columbia was established in March 1992 to develop an easily accessible Parent Training and Information Center in the District. Since then, the COPE Experimental Center project has provided opportunities through which parents of children and youth with disabilities residing in Wards 1, 7, and 8 — and who are traditionally unserved or underserved — can become effective and equal partners in the educational decision-making process. This new project will continue these activities, by providing training and information services to parents of children with disabilities who speak Spanish as their primary language and who primarily reside in the Adams Morgan, Mount Pleasant, and Columbia Heights neighborhoods of the city. The project's advisory council will be composed of parents and service providers who are indigenous to the Hispanic communities served. Based on recommendations from the advisory council, COPE will identify small groups of parents who currently gather to support one another around issues related to their children's special needs. Once these groups are identified, COPE will provide direct support through training and information to these parents and encourage their linkage with one another in an effort to strengthen the natural networks they have established. Over time, participants in these small groups will provide information to COPE on their needs for information, training, and the development of materials which respond to their needs. Further, COPE will expand its current collaborative relationships within Adams Morgan, Mount Pleasant, and Columbia Heights to establish designated distribution sites. These sites may also serve as locations for broader information or training activities of the experimental project.

Grant Number: **H029P50005**

Northern Manhattan Parent Training and Information Center

Project Director: LASH, RICHARD

Beginning Date: Apr 1, 1995
Ending Date: Mar 31, 1998

SYNERGIA, INC
120 W 105TH ST, # L-1
NEW YORK, NY 10025
(212)666-1300

Purpose: Sinergia, Inc., is a minority-women-parent governed community-based organization which will establish an experimental parent training and information center in Northern Manhattan, the site of the Harlem Empowerment Zone. This center will provide support for 150 minority parents of children with disabilities, and persons who work with parents, to enable parents to work more effectively with professionals in meeting the needs of infants, toddlers, children, and youth with disabilities. This project will provide information and training to parents in their primary language, with recognition of their cultural diversity. Persons working in partnership with parents (e.g., their individual case managers or service coordinators) will also receive training to elevate their knowledge and skills which are applied in their one-to-one relationship with child and family. Group sessions and individual consultation will be available to the parents. A major effort will be made to bring the parents to a position closer to the decision makers and policy makers in order to improve services and resources available to the most put-upon families in the distressed communities of Washington Heights, West/Central Harlem, and East Harlem. The New York State Developmental Disabilities Planning Council's "Partners in Policy Making Training Project" will be incorporated at the beginning of Year 1 for 50 parents to create a core of trained and motivated parents to assist in the operation of the experimental parent center project. A faculty of bilingual trainers, representing the race and ethnicity of the target population, will be assembled from Sinergia's existing staff, professionals in the service area, and parents who have received preparation. The operation will be supported by Sinergia's nearly two decades of experience and unique, comprehensive spectrum of direct services.

Grant Number: **H029P50014**

EMPOWER: Educating Minority Parents: Opening Windows to Educational Rights

Project Director: BOND, LINDA

Beginning Date: Apr 1, 1995
Ending Date: Mar 31, 1998

ARC OF MISSISSIPPI
3111 N STATE ST
JACKSON, MS 39216
(601)362-4830

Purpose: The EMPOWER Project has been carefully designed to address the training and information needs of parents with special-needs children in the six-county designated Empowerment Zone in the Mississippi Delta. The primary focus will be on minority outreach to identify parents of children with disabilities of all types. These parents are often isolated in this extremely rural, impoverished area. They do not often trust outsiders. Therefore, EMPOWER will seek to form advisory councils in each county area, composed of respected minority community leaders. Following identification of these families, and through close association and collaboration with Parent Partners, the local independent living center (LIFE), the Washington County Chapter of The Arc of Mississippi, and other relevant community-based organizations, the full range of parent training and information services will be made available to parents in the Mississippi Delta Empowerment Zone (the counties of Bolivar, Holmes, Humphreys, Leflore, Sunflower, and Washington). Objectives of the project include: * Conducting and planning a development phase, featuring focus groups spearheaded by local advisory councils, to determine the best means of reaching minority families of children with disabilities; * Supplying information relevant to the education of children with special educational needs to their parents and other interested parties; * Providing specific technical assistance related to the education of children with disabilities, to parents and professionals who assist these children, and other entities; * Providing training in skills and knowledge that enhance the capacity to ensure that minority children with disabilities receive the best possible education. EMPOWER will provide training and technical assistance to no less than 75 minority families in Washington and Bolivar Counties in Year 1. In Year 2, in addition to continuing to serve families in the first two counties, at least 75 additional minority families will be identified and provided with training and technical assistance in Sunflower and Leflore Counties. In Year 3, while continuing to work in the other four counties, at least 75 minority families will be served in Holmes and Humphreys Counties.

Grant Number: H029P50022

Parent Education and Advocacy Resource Support

Project Director: TOOMBS, MARIANNE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

MISSOURI PARENTS ACTION
1722 W S. GLENSTONE
SPRINGFIELD, MO 65804
(417)882-7434

Purpose: Missouri Parents Act (MPACT) will conduct outreach activities and provide early intervention and special education advocacy for minority and low-income families of children with disabilities in the Kansas City Empowerment Zone. To achieve this goal, the following objectives have been set forth: * To build a coalition with community agencies and groups that represent African American and Latino families; * To hire and train African American and Latino family resource advocates to provide culturally relevant special education advocacy that reflects the population they serve; * To conduct public awareness and case-find advocacy activities to families who have children with disabilities, particularly children under five years old; * To assess the needs of families with children with disabilities and to provide training in self-advocacy through the family resource advocate model; * To provide peer support through a parent-to-parent support network and neighborhood-based parent support groups; and * To develop a model of parent advocacy in low-income, minority populations that can be disseminated widely. Because of the Kansas City court-ordered desegregation plan, many of these students do not attend their neighborhood schools, resulting in a very low level of parent participation in the special education process. This project will be directed toward those families who have the least resources and the fewest choices. To accomplish this, the project will use Family Resource Advocates to train and support families in special education advocacy and accessing community resources, and will collaborate with the Children's Benefit Service (CBS) program for medical and health care advocacy.

Grant Number: H029P50026

North Dakota Native American Experimental Parent Training and Information Center Project

Project Director: ERICKSON, KATHRYN

Beginning Date: Apr 1, 1995
Ending Date: Mar 31, 1998

PATHFINDER SERVICES
ARROWHEAD MALL
1600 2ND AVE, SW
MINOT, ND 56701
(701)852-9426

Purpose: North Dakota has four reservations and one designated service area. These are sovereign nations, and each has its own culture, traditions, and language. All plan and set goals independently, while sharing the common goal of developing Native American people as role models and leaders building their communities. A shared commitment exists between Pathfinder Services of North Dakota, Inc., and the Native American communities to meet the needs of children. This has been pursued under a Native American Family Network System, coordinated through the Pathfinder Family Center for two years. This new project will enable this network to expand on the goal of establishing a statewide Native American parent, family, professional collaborative support system responding to multiple needs across systems, services, and the private sector in North Dakota. The project's support system incorporates parents, professionals, unified approaches, internalized personnel preparation, and family education training with culturally sensitive approaches and materials. Services will be implemented in five key population centers, with community planning and private sector participation. Five teams of Native American leaders spanning general and special education, human services, and other needs for infants, children, and youth, will be chosen. A visible cost-effective example of mutual collaboration in use of human and fiscal resources, this approach will establish a structure across fragmented service delivery and produce a support system for families and professionals which is replicable and can be expected to continue into the future.

Competition 84.029R:
Technical Assistance to Parent Projects

Grant Number: **H029R70002**

Technical Assistance Alliance for Parent Centers

Project Director: Goldberg, Paula F.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

PACER Center, Inc.
4826 Chicago Avenue S.
Minneapolis, MN 55417-1098
(612)827-2966

Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

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Competition 84.030A: National Information Center for Children and Youth with Disabilities

Grant Number: **H030A30003**

The National Information Center for Children and Youth with Disabilities

Project Director: RIPLEY, SUZANNE

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

ACADEMY FOR EDUCATIONAL DEVELOPMENT
1875 CONNECTICUT AVENUE NW
WASHINGTON, DC 20009-1202

Purpose: To disseminate information and provide unbiased and non-prejudiced technical assistance to children and youth with disabilities, to the professionals who work with them, and to the community at large.

Method: This project will collect and disseminate the most reliable and current information on disability-related subjects to requestors. Staff will also provide outreach concerning disabilities, available services, and how to access these services to the nation, including all minorities and groups underrepresented due to poverty, isolation, and language barriers. An interconnected system of coordinated networks will be established among relevant Federal, State and local organizations to assist in outreach activities.

Products: The project will expand all current databases, develop new databases, and ensure their accuracy. Dissemination of products of proven benefit to readers will be continued and new products will be developed and disseminated. Outreach will be provided to underserved populations through the use of tested methods of social marketing and communication, establishing and using networks, and collaborating with groups operating under similar mandates. An evaluation plan will be designed based on project goals and objectives. Evaluation data will be employed as feedback.

Competition 84.030C:
National Clearinghouse on Postsecondary Education for Individuals with Disabilities

Grant Number: **H030C30002**

National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH Resource Center)

Project Director: Hartman, Rhona

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

AMERICAN COUNCIL ON EDUCATION
HEATH RESOURCE CENTER
ONE DUPONT CIRCLE
WASHINGTON, DC 20036-1193
(202)939-9320

Purpose: To maintain a clearinghouses for making known the educational and training opportunities available after high school in a variety of settings, including independent career schools, college campuses, vocational-technical schools, adult and continuing education programs, independent living centers, and other training entities.

Method: A newsletter will be published three times a year to provide information about new publications, highlight campus programs, discuss new and pending legislation, and address other topics of concern. This and other HEATH publications will continue to clarify access to the various adult service systems and describe successful ideas, strategies, devices, procedures, and programs in various parts of the country which could be replicated elsewhere to promote the participation of postsecondary youth and adults in regular programs as well as those designed especially for students with disabilities. The HEATH center shall continue disseminating information by contributing to existing databases, interacting with identified target groups at conference presentations, building a subscription list and distributing materials to selected subsets of the HEATH mailing list, and responding to direct inquiries from the public.

Products: The intended outcome is that more persons with disabilities will continue their education beyond formal secondary education and/or will complete secondary school as a result of improved access to information by them, their parents, teachers, counselors, and appropriate other professionals and stakeholders.

Competition 84.030E: National Clearinghouse on Professions in Special Education

Grant Number: **H030E30002**

National Clearinghouse On Professions in Special Education

Project Director: Conlon, Sarah

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091

Purpose: NCPSE is an information resource for professionals and potential students in the fields of special education and the related services professions.

Method: As the only national information center of its type, the Clearinghouse gathers, develops, and disseminates information on recruitment, preservice preparation, employment opportunities, and attrition and retention issues, and maintains current data on personnel supply and demand. The Clearinghouse is prepared to respond to issues concerning career planning or change; personnel supply and demand at local, state, and national levels; and university training programs. It is a resource for career information seekers, job seekers, state education agency staff and Comprehensive System of Personnel Development (CSPD) coordinators, local education agency personnel and school administrators, college and university faculty, and professional association staff.

Products: Committed to recruiting new professionals and to keeping special educators and related services providers informed on critical issues, the Clearinghouse disseminates a wide variety of materials including topical fact sheets, focused bibliographies, demographic and related statistical data, Clearinghouse articles, targeted information briefs, and state agency resource contacts.

Competition 84.086C:

Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform

Grant Number: **H086C70005**

Working to Scale in Urban Schools: The National Urban Institute for School Improvement

Project Director: Kozleski, Elizabeth

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

University of Colorado
Education/CCEL CB123
P.O. Box 173364
Denver, CO 80202
(303)620-4075

Purpose: Through networking, technology, action research, information systems, professional development schools, model building, consensus, and dissemination, this project will support urban communities and families to build their capacity for sustainable, successful inclusive schools.

Method: Using special education as a galvanizing agent, the Institute will develop three centers of activity: a Research Synthesis Center, studying effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center will study the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center will study school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Products: Over the five years of the grant, the three centers of the Institute will focus on various outcomes. The Research Synthesis Center intends to incorporate theory and research findings about the inclusion of students with disabilities into systemic educational reform efforts, including efforts to improve education in multicultural environments. The Implementation Center will support the continued improvement of inclusive urban schools through assets mapping, continuous school improvement processes, and professional development schools. The Marketing, Dissemination, and Utilization Center intends to link, inform, and strengthen national networks of parents, education professionals, and advocacy groups interested in pursuing inclusion of students with disabilities as a component of systemic educational reform in urban districts.

Competition 84.158M: Accessing School-to-Work and Postsecondary Environments—Technical Assistance

Grant Number: **H158M50001**

Accessing School-to-Work, Secondary, and Postsecondary Environments

Project Director: RUSCH, FRANK

Beginning Date: Oct 1, 1995
Ending Date: Dec 31, 1999

UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA
TRANSITION RESEARCH INSTITUTE
113 CHILDREN'S RESEARCH CENTER 51 GERTY DRIVE
CHAMPAIGN, IL 61820
(217)333-2325

Purpose: To promote the transition of youth with disabilities, including those with severe disabilities, toward desired post-school outcomes such as gainful employment and independent living.

Method: The thrust of this consortium is to provide technical assistance to personnel responsible for providing transition services to youths with disabilities, enabling them to become integrated into appropriate transition programs and School-to-Work Opportunities established within individual states. In addition to developing and providing information to these audiences, the project will establish user- friendly and widely-available communication systems to promote further information dissemination. Project staff and affiliated agencies will identify proven practices that are useful in addressing the needs of individuals with disabilities, including those with severe disabilities. Information on these practices will be prepared for dissemination to relevant stakeholders. Staff will also assist the Department of Labor and Department of Education in evaluating School- to-Work Opportunities systems.

Products: Two national forums will be conducted on issues, problems, trends, and solutions in accessing school-to-work, secondary and post-secondary environments. The work of the National Transition Alliance will be integrated through a core administrative group to ensure a coordinated effort to assess and correct Alliance performance from the multiple perspectives of providers and consumers of service.

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Competition 84.159C:
Center to Support the Achievement of World-Class Outcomes for Students with Disabilities

Grant Number: **H159C00004**

National Center on Assessment of Outcomes for Children and Youth with Disabilities

Project Director: Ysseldyke, Jim

Beginning Date: Oct 1, 1990
Ending Date: Sep 30, 1998

University of Minnesota
150 Pillsbury Drive, SE Room 102, Pattee Hall
Minneapolis, MN

Purpose: This project will improve the assessment of educational outcomes for children and youth with disabilities.

Method: The University of Minnesota will establish a center which will engage in six major activities: (1) engage in ongoing characterization of outcomes assessment practices in special education on a state-by-state basis; (2) develop a conceptual model for a comprehensive, national system of outcome indicators (CSI); (3) identify and implement procedures for information exchange about the developing CSI system; (4) identify, prioritize, and generate solutions to technical and implementation issues in evaluating state and national outcomes; (5) design and implement an ongoing strategic planning process for advancing development of the CSI; and (6) identify and conduct analyses on extant data bases that correspond to the conceptual framework of the CSI. The approach will be interdisciplinary, and there will be networking both within the Center and between the Center and educators and the disability community.

Products: A National Center on Assessment of Outcomes for Children and Youth with Disabilities, established at the University of Minnesota, will enable the development of a comprehensive system of outcomes indicators to proceed in a systematic way to address the needs of all stakeholders and to integrate the system into training, research- related activities, and national dissemination efforts.

Grant Number: **H159C50004**

The Center to Support the Achievement of World Class Outcomes

Project Director: Ysseldyke, James

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

University of Minnesota
350 Elliott Hall, 750 East River Road
Minneapolis, MN 55455
(612)624-4014

Purpose: To establish a Center to Support the Achievement of World Class Outcomes for Students with Disabilities which will assist states in implementing activities for students with disabilities and document states' efforts in these areas.

Method: The proposed Center will conduct three interrelated strands of activity: (1) Documentation and Analysis; (2) Information Exchange and Dissemination; and (3) Technical Assistance. Key activities in the Documentation and Analysis strand will include documenting the participation of students with disabilities in state and national assessments, the secondary analysis of outcome data for students with disabilities, the documentation of state and national standards-setting activities, and the tracking of the participation of students with disabilities in state Goals 2000 plans. Strand 2 activities will include production and dissemination of products, facilitating information exchange among researchers and developers, infusing the disability perspective into a variety of materials used by general and special educators, networking and linking with parents, advocacy groups and other organizations, and telecommunications networking. The scope of technical assistance activities will encompass provision of direct TA to states, work with regional resource centers, and work with other technical assistance providers.

Products: The Center will contribute to current knowledge and practice, lead to improved services for infants, toddlers, children and youth with disabilities, and provide state and national audiences with information on the impact and effectiveness of programs and services provided under the Individuals with Disabilities Education Act. Planned products for dissemination will include information reports, update reports, recommendation reports, directories of projects and resources, lists of relevant publications, press releases, and publications in other periodicals.

Competition 84.159K: State–Federal Administrative Information Exchange

Grant Number: **H159K70002**

State-Federal Administrative Information Exchange Project

Project Director: Ahern, Eileen M.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

National Association of State Directors of Special Education, Inc.
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
(703)519-3800

Purpose: This project of the National Association of State Directors of Special Education (NASDSE) will build on Project FORUM's successful history as the State-Federal Administrative Information Exchange Project, helping to ensure appropriate and effective education for all infants, toddlers, children, and youth with disabilities.

Method: The project will identify and prioritize information needs through mini-forums and participation in electronic communication vehicles; it will maintain the electronic State Policy Database of all state policy documents and make it directly accessible; it will write syntheses, analyses, and policy briefs, convene policy forums, and widely disseminate the information.

Products: Through Project FORUM, the State-Federal Administrative Information Exchange Project can continue its successful role in facilitating the understanding of the many and tremendous changes that are occurring in the field of education related to the exchange of information. NASDSE's information exchange program helps state and local administrators to meet challenges presented by these changes and provides explanations of how policy research is implemented and utilized.

Competition 84.237T: Developing Strategies for Effective Collaboration among Educators and Agencies Serving Children and Youth with, or At-Risk of Developing, Serious Emotional Disturbance

Grant Number: **H237T60005**

Center to Promote Collaboration and Communication of Effective Practices for Children with, or At Risk of Developing, Serious Emotional Disturbance

Project Director: Osher, David

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

American Institutes for Research
1000 Thomas Jefferson St., N.W.
Washington, DC 20007
(202)944-5300

Purpose: Children with, or at risk of developing, serious emotional disturbance (SED) achieve dismal educational and social outcomes. At present, there is a significant gap between what is known from research and model programs, and current practices. An innovative center to promote coordination and communication of effective practices can surmount the barriers to collaboration and knowledge use in the multi-disciplinary, multi-stakeholder, multi-ethnic context in which children and youth with SED are served.

Method: The Center will engage in a series of strategic activities to help SED community members to develop a greater capacity to produce, access, and use information, and to collaborate operationally. These activities are organized around facilitating and expanding interagency collaboration, facilitating the identification and development of useful and usable information, facilitating access to and exchange of information, and collaborating with related federal centers. Activities will address barriers to improving practice and sustaining collaboration; be driven by the needs of those who will use the information; link different knowledge communities in a sustained manner; address barriers to effective information use and exchange; align with, build upon, and enhance the capacity of the federal and state infrastructure that supports knowledge development and use; and reach out to historically marginalized groups. Diverse consumer, practice, and research communities will join the Center through expert teams to contribute to multidisciplinary, multi-stakeholder work groups. Strategic alliances with national organizations and centers will extend the Center's capacity to reach target audiences. Operational ties to state and local programs will reflect the range of services, settings, and challenges that effective approaches must address.

Products: The Center will identify and synthesize knowledge to address the needs of diverse end-users (e.g., family members) and present the information in formats that they can easily and effectively use.

Competition 84.920T:
Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under The Individuals with Disabilities Education Act (IDEA)

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Grant Number: **H920T70006**

The New Alliance Project: Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act

Project Director: Smith, Deborah Deutsch

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2002

Vanderbilt University
512 Kirkland Hall
Nashville, TN 37240
(505)277-7226

Purpose: The New Alliance Project intends to address the increasing demand for and declining number of personnel from historically underrepresented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at historically black colleges and universities (HBCUs) and other minority institutions (OMIs), including their access to external funding to support students and their personnel preparation programs.

Method: A major thrust of the project will be to increase the success rate of special education and related services departments in acquiring grants for personnel preparation in special education and related services to meet the demand for and capacity of qualified personnel from historically underrepresented ethnic groups. Project goals include: collaboration and dissemination, grant acquisition, technical assistance for grant management and program development, support for dissemination and replication of promising practices, and dissemination of data about the project's services and impact.

Contracts

Grant Number: **HS97016001**

Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools

Project Director: Hamilton, James

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
(202)944-5300

Purpose: The American Institutes for Research (AIR) proposes to establish a Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools that will engage in a series of activities designed to develop a comprehensive national technical assitance model for elementary and middle schools.

Method: AIR activities are organized around nine primary objectives related to elementary-school and middle-school-aged children with disabilities: 1) to articulate the most pressing needs and issues confronting school districts in an era of systemic reform and change; 2) to select school districts to receive technical assistance in improving educational outcomes for this student population; 3) to conduct an assessment of needs to identify the needs and issues school districts face in improving educational outcomes; 4) to design a comprehensive, systemic technical assistance approach, including strategies and guidelines to help school districts address their most pressing needs and improve educational outcomes; 5) to collaborate with existing local, regional, state, and national technical assistance providers and efforts; 6) to establish a resource bank; 7) to conduct a pilot test of the technical assistance approach in school districts; 8) to evaluate the results of the pilot tests; and 9) to expand the technical assistance approach to become more national in scope.

Products: The scope of the work done by AIR in establishing the Center is designed to lead to a replicable model of national technical assistance for children with disabilities across the country. During the contract, actvities will be progressively scaled up to become more national in scope. A thorough assessment of the TA strategies will enable AIR to design a comprehensive national model of technical assistance delivery.

Grant Number: **HS97020001**

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Project Director: Brauen, Marsha

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

WESTAT
1650 Research Boulevard
Rockville, MD 20850-3129
(301)251-1500

Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under GPRA.

Grant Number: **RR93002005**

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

Project Director: McLane, Kathleen

Beginning Date: Dec 15, 1993
Ending Date: Dec 14, 1998

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
(703)620-3660

Purpose: The purpose of this project is to process and disseminate information on special education research in progress; to establish an ongoing collaborative mechanism to provide products and services related to research in special education and to review research results and respond to emerging special education issues.

Method: The project develops and maintains within OSEP a database of research grant and contract proposals that is used to produce information about currently funded projects for OSEP staff. The database is also used to generate directories of information about ongoing OSEP-funded research for use by researchers, practitioners, and policy makers. Selected parts of the database are being made publicly available on the Internet.

Products: The Special Project produces and disseminates publications for the special education field: in addition to the directories mentioned above, it produces issue briefs on topics of current interest and research reports for teachers. The project also organizes and coordinates an annual conference of OSEP-funded research project directors and other occasional meetings of the special education research community.

Indexes

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Project Director Index

A

Aghazadian, Marieanne 71
Ahern, Eileen M. 141
Alderton, Judith 74
Anderson, Nancy 16
Antosh, Anthony 24
Appell, Madeline 25
Armstrong, Linda 72
Autin, Diana M. 99

B

Baldwin, Victor 49
Bishop, Sharon 78
Blades, Carol 91
Blaine, Seamons 29
Bond, Linda 108
Brauen, Marsha 153
Brown, Diann 19
Burley, Margaret 104

C

Chute, Christine 94
Cloninger, Chigee 34
Conlon, Sarah 125
Coonts, Teresa 22
Copenhaver, John 60
Curtin, Connie 67

D

Davis, Christine 68
Dawson, Theresa 77
Degen, Monica 72
Demchak, Maryann 21
Dermyer, Carol 17
Desjardins, Charlotte 95
Dignan, Kc 8
Duenas, Juno 98
Dykes, Earlene 16

E

Eaddy, Mary S. 95
East, Katheryn A. 101
Erickson, Kathryn 109
Espada, Anna 89

F

Feeley, Debra 14
Fisher, Joseph 44
Forest, Deanna 80
Foutch, Joyce 36

G

Gerdel, Patricia S. 97
Gill, Douglas 20
Ginn, Mary 23
Goehl, Karen 31
Goldberg, Paula 73, 113
Gorospe, Martha 70
Graney, Phyllis 26
Greenfield, Robin 27

H

Haberbosch, Patricia 87
Hallahan, Daniel 63
Hamilton, James 153
Harris, Lowell 18
Hartman, Rhona 121
Hawkins, Connie 84
Hebdon, Heath 75
Heizman, Cathy 103
Higgins, Artie 69
Hinojosa, Yvette 102
Holt, George 15
Howard, Charlene 68, 107

J

Jacoby, Janet 79
Johnson, Agnes 101
Johnson, Deborah 86
Johnson, Steven 32
Jones, Dale D. 102
Jones, Lois 87

K

Karian, Marion M. 93
Kauffman, James 63
Kelker, Katharin a. 96
Kelly, Tim 58
Knight, Leah 82
Kolaga, Kent 73
Kozleski, Elizabeth 129
Kunz, Debra 79, 97

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

L

Lachance, Janice 92
Lang, Jennifer 82
Lash, Richard 100, 107
Leeper, Lynne 74
Logsdon, Paulette 89

M

Magliocca, Larry 58
Martz, Judy 91
Mason, Barbara 37
Matthews, Cherritta 8
Maurer, Ralph 30
Maurer, Steven 25
McGraw, Loretta 41
McLane, Kathleen 154
Meyer, Janice S. 96
Moore, Don 70
Mueller, Jack 33

N

Nezol, James 38
Nobbie, Patricia 81

O

Olsen, Ken 59
Osher, David 145

P

Parsons, Deborah 13
Penitusi, Faanati T. 88
Peterson, Mary-Ellen 92
Petroff, Jerry 7
Post, Helen W. 100
Pratt, Sue 99
Prescott, Nancy 94
Price, Charlotte 67

R

Raskin, Judith 80
Redman, Rae 9
Reiman, John 53
Reyes, Eileen 40
Ripley, Suzanne 117
Roach, Wanda 45
Rodriguez-Sullivan, Maria E. 103
Runkel, Robert 28
Rusch, Frank 133
Russo, Joyce 11

S

Schlesinger, Karen 85
Selles, Carmen 90
Shepard, Linda 104
Shliesser, Barbara 12
Sims, Barbara 43
Skorheim, Nancy 36
Smith, Deborah Deutsch 149
Stephens, Thomas 42
Stodden, Robert 45
Stremel, Kathleen 31
Strong, Patrick 99

T

Takemoto, Cheryl 71
Taycher, Karen 77
Tellefsen, Joan 69
Thieme, Louise 84
Thompson, Sarah 3
Toombs, Marianne 109
Trent, Stanley 63

V

Valenti, Debbie 35
Valentine, Michael 39
Van Curen, Sallie A. 98

W

Walker, Judi 75
Wallert, Peggy 93
Warkomski, Fran 10
Watkins, Joan 76
Weaver, Jenny 76
Westlaker, Carol 83
Wilkens, Ed 57
Wilson, Martha 90

Y

Ysseldyke, James 137*

Z

Zeller, Richard 57

Organization Index

A

Academy for Educational Development 117
Advocates for Children of New York 89
Alaska Department of Education 19
American Council on Education 121
American Institutes for Research 145, 153
American Samoa Parent Network 88
Arc of Mississippi 72, 108
Arc of Tennessee 83
Arizona State School for the Deaf and Blind 16
Arkansas Department of Education 22
Arkansas Disability Coalition 102
Asociacion de Padres pro Bienesta 90

C

California Department of Education 32
Child Advocacy Center 103
Citizens Alliance to Uphold Special Education 99
Colorado Department of Education 38
Connecticut Parent Advocacy Center, Inc. 94
Council for Exceptional Children 125, 154
Creating Opportunities for Parent Empowerment 68, 107

D

Delaware Department of Public Instruction 8
Designs for Change 70
Doorways Alliance Utah Parent Center 100

E

Exceptional Children's Assistance Center 84
Exceptional Parents Unlimited 93

F

Families Help Families of GNO 82
Families Together Inc. 97
Family T.I.E.S. Network 79, 97
Family Network on Disabilities 79
Family Resource Center on Disabilities 95
Federation for Children with Special Needs 69
Florida Atlantic University 58

G

Georgia Department of Education 9
Greater Omaha Association for People with Mental Retardation and Other Developmental Disabilities 93

I

Idaho Parents Ltd 86
Illinois State Board of Education 43
Inclusive Education Partnership 101
Indiana Resource Center for Families 74
Indiana State University 31
Inter-Island Parent Coalition 81
Iowa Department of Education 25

K

Kansas State Board of Education 17
KY-SPIN, Inc. 89

L

Learning Disabilities Association of Hawaii 82
Louisiana Department of Education 11

M

Maine Parent Network 92
Maryland State Department of Education 41
Michigan Department of Education 14
Minnesota Department of Education 15
Missouri Department of Elementary and Secondary Education 13
Missouri Parents Action 73, 109
Montana Office of Public Instruction 28

N

National Association of State Directors of Special Education, Inc. 141
National Center for Latinos with Disabilities, Inc. 103
Nebraska Department of Education 12
Nevada PEP, Inc. 77
New Hampshire Coalition 80
New Jersey Department of Education 7
New Mexico School for the Deaf 45
North Carolina Department of Public Instruction 18
North Dakota Department of Public Instruction 36

O

Ohio Coalition for the Education of Children with Disabilities 104
Ohio State University 58
Oklahoma State Department of Education 36
Oregon Department of Education 16

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

P

PACER Center 73, 113
Parent Education Network (York, Pennsylvania) 84
Parent Education Advocacy Group (Alexandria, Virginia) 71
Parent Education Project—Wisconsin 67
Parent Information Center (Newark, Delaware) 71
Parent Information Center (Buffalo, Wyoming) 77
Parent Network of New York 76
Parent of Parent Reaching Out to Parents of SC, Inc. (Pro-Parents) 95
Parent Training and Information Project (Salem, Oregon) 94
P.A.R.E.N.T.S. (Anchorage, Alaska) 76
Parents Educating Parents (Mableton, Georgia) 104
Parents Helping Parents (San Francisco, California) 87
Parents Helping Parents, Inc. (Santa Clara, California) 92
Parents Let's Unite for Kids (Billings, Montana) 96
Parents Reaching Out to Help (Los Lunas, New Mexico) 98
Partners Resource Network, Inc. 96
Pathfinder Services 109
PEAK Parent Center, Inc. 91
Penn Tech/Lancaster - Lebanon IU 13 10
Perkins School for the Blind 37
Pilot Parent Partnership 75
Puerto Rico Department of Education 40

R

Resources for Children with Special Needs 85
Rhode Island College 24
Rhode Island Parent Information Network 80

S

Saint Luke's - Roosevelt Hospital Center 25
Sinergia, Inc. 100, 107
South Carolina Department of Education 23
South Dakota Department of Education and Cultural Affairs 26
South Dakota Parent Connect 72
Southwest Community Resources 70
Special Education Action Committee, Inc. 91
Special Kids, Inc. 101
Statewide Parent Advocacy Network 99
Support for Families of Children with Disabilities 98

T

Team Advocacy-Special Kids 69
Tennessee Department of Education 44
Texas Education Agency 8
Texas Fiesta Educativa 102
Thomas Jefferson University 68
Trinity College of Vermont 57

U

United Cerebral Palsy of Detroit 90
United Cerebral Palsy of Oklahoma 78
University of Colorado 129
University of Dayton 42
University of Florida 30
University of Hawaii 45
University of Idaho University Affiliated Programs 27
University of Illinois at Champaign-Urbana 133
University of Kentucky 59
University of Minnesota 137*
University of Mississippi 31
University of Nevada at Reno 21
University of North Carolina, Chapel Hill 3
University of Oregon 57
University of Vermont University Affiliated Programs 34
University of Virginia - Curry School of Education 63
Utah State Office of Education 29
Utah State University 60

V

Vanderbilt University 149
Vermont Parent Information Center 67
Virginia Commonwealth University 35

W

Washington PAVE 74, 75
Washington State Department of Education 20
West Virginia Department of Education 39
West Virginia Parent Training 87
Westat 153
Western Oregon State College 49, 53
Wyoming Department of Education 33

State Index

A

Alabama 91
Alaska 19, 76
American Samoa 88
Arizona 16, 75
Arkansas 22, 102

C

California 32, 69, 87, 92, 93, 98
Colorado 38, 91, 129
Connecticut 94

D

Delaware 8, 71
District of Columbia 68, 107, 117, 121, 145, 153

F

Florida 30, 58, 79

G

Georgia 9, 104

H

Hawaii 45, 82

I

Idaho 27, 86
Illinois 43, 70, 79, 95, 97, 103, 133
Indiana 31, 74
Iowa 25, 101

K

Kansas 17, 97
Kentucky 59, 89

L

Louisiana 11, 82

M

Maine 92
Maryland 41, 153
Massachusetts 37, 69
Michigan 14, 90, 99
Minnesota 15, 73, 113, 137*
Mississippi 31, 72, 108
Missouri 13, 73, 109
Montana 28, 96

N

Nebraska 12, 93
Nevada 21, 77
New Hampshire 80
New Jersey 7, 99
New Mexico 45, 70, 98
New York 25, 76, 85, 89, 100, 107
North Carolina 3, 18, 84
North Dakota 36, 109

O

Ohio 42, 58, 103, 104
Oklahoma 36, 78
Oregon 16, 49, 53, 57, 94

P

Pennsylvania 10, 68, 84
Puerto Rico 40, 90

R

Rhode Island 24, 80

S

South Carolina 23, 95
South Dakota 26, 72

T

Tennessee 44, 83, 149
Texas 8, 96, 101, 102

U

Utah 29, 60, 100

V

Vermont 34, 57, 67
Virgin Islands 81
Virginia 35, 63, 71, 125, 141, 154

W

Washington 20, 74, 75
West Virginia 39, 87
Wisconsin 67
Wyoming 33, 77

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

BEST COPY AVAILABLE

Subject Index

A

American Indians 70, 109

B

Behavior Disorders see Emotional/Behavior Disorders

C

Career Information 125
Collaboration 129, 145, 153

D

Data Analysis 153
Data Collection 153
Deaf-Blindness—National Programs 49, 53
Deaf-Blindness—State Programs 7, 8*, 9, 10, 11, 12, 13, 14, 15, 16*, 17, 18, 19, 20, 21, 22, 23, 24, 25*, 26, 27, 28, 29, 30, 31, 31, 32, 33, 34, 35, 36*, 37, 38, 39, 40, 41, 42, 43, 44, 45*

E

Early Childhood 3
Educational Opportunities 121
Elementary Schools 153
Emotional/Behavior Disorders 145
Employment Opportunities 125
Empowerment Zones/Enterprise Communities 77, 79, 84, 85, 95, 96, 107, 108, 109
Exemplary Practices 3, 129

F

Family-Centered Programs 10

G

Grant Acquisition and Management 149

H

Historically Black Colleges and Universities 149

I

Inclusive Schools 129
Individuals with Disabilities Education Act Implementation 153
Information Dissemination—National Programs 117, 121, 125, 129, 133, 137*, 141, 145, 149, 153*, 154

L

Latinos 103

M

Mentorship Programs 10
Middle Schools 153
Military Parents 75
Minority Personnel 149
Minority Research 63

N

National Assessments 137*
National Models 153
Native Americans see American Indians
Needs Assessment 153

O

Outcome Indicators 137
Outcomes Assessment 137*
Outreach Program Coordination 117

P

Parent Training and Information Centers 67*, 68*, 69*, 70, 71*, 72*, 73*, 74*, 75, 76*, 77*, 78, 79*, 80*, 81, 82*, 83, 84*, 85, 86, 87*, 88, 89*, 90*, 91*, 92*, 93*, 94*, 95*, 96*, 97*, 98*, 99*, 100*, 101*, 102*, 103*, 104*, 107*, 108, 109
Parent Training and Information Centers—American Indians 70, 109
Parent Training and Information Centers—Military Parents 75
Parent Training and Information Centers—National Programs 113

An asterisk after a page indicates that the reference occurs in more than one project on that page.

Personnel Preparation 125, 149
Personnel Recruitment and Retention 125
Personnel Supply and Demand 125
Postsecondary Education 121

R

Regional Resource Centers 57*, 58*, 59, 60
Research Dissemination 154
Research to Practice 145

S

School-to-Adult-Life Transition 133
School-to-Work Opportunities 133
Serious Emotional Disturbance see Emotional/
  Behavior Disorders
Standards-Setting 137
State Assessments 137*
State-Federal Administration Information Exchange
  141
State Policies 141
Student Participation 137

T

Technical Assistance Delivery System Development
  113
Trend Analysis 153

U

Urban Schools 129

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